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ABSTRACT

The 21st annual report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA) is divided into four sections organized around a model that views educational results as products of three sets of factors: the context and environment in which the education is provided, student characteristics, and school programs and services. Section 1, on context/environmental factors, discusses parent involvement, access to the general education curriculum, and developing a highly trained workforce. Section 2, on student characteristics, focuses on special education in correctional facilities, states' progress in implementing comprehensive early intervention services and special education services for preschool children, and changes in the child count data. Section 3, on school programs and services, addresses paraprofessionals in the education workforce, educational environments for students with disabilities, federal policies on discipline, and the population of students served by visual impairment specialists. Section 4, on student results, discusses graduation requirements and high school completion, state improvement and monitoring, progress on the implementation of transition requirements at the state and local level, and participation of students with disabilities and the use of accommodations in the National Assessment of Educational Progress. Extensive

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Twenty-first Annual Report to Congress
on the
Implementation of the
Individuals with Disabilities Education Act

U.S. Department of Education

1999

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U.S. Department of Education

1999

EXECUTIVE SUMMARY

Section I

Context/Environment: This section contains background information on the setting within which special education services are provided to children and youth with disabilities. The first module in this section summarizes literature on parent involvement in educating children with disabilities and provides a list of recommendations drawn from the literature. The second module deals with access to the general education curriculum for students with disabilities. It presents Federal legislation related to providing access to the general education curriculum, discusses difficulties involved in doing so, and presents strategies for enhancing access to the general curriculum for students with disabilities. The final module in this section discusses issues in developing a highly trained workforce. It covers Department of Education and Office of Special Education Programs (OSEP) professional development activities and provides a historical overview of OSEP personnel preparation efforts.

Parent Involvement in Educating Children with Disabilities

- Research indicates that the overwhelming majority of parents of children with disabilities are involved in their children's education through meetings with teachers, volunteering at school, helping with homework, or other school- and home-based activities.
- The U.S. Department of Education funds 76 Parent Training and Information Centers and 10 Community Parent Resource Centers to provide training and information to parents of children and youths with disabilities. The goal of these centers is to help parents become effective advocates for their children with disabilities.
- OSEP funds model demonstration projects and research institutes in the parent involvement field. These projects explore new models of community-initiated, family-centered approaches to meeting the needs of young children with disabilities.
- Although research documents the benefits of parent involvement, some parents participate only at a superficial level, and barriers that impede successful parent-school partnerships continue to exist.

Providing Access to the General Education Curriculum for Students with Disabilities

- The Individuals with Disabilities Education Act Amendments of 1997 contain several provisions directed at providing students with disabilities greater access to the general education curriculum and call for a broader focus in educational planning.

- Access to the general education curriculum is dependent in part on pedagogically skilled educators, instructional materials that are accessible to students, and effective instructional strategies.

- Joint participation and leadership of general and special educators in curriculum and standards development, professional development, resource allocation, and instruction are critical in helping students with disabilities access the general education curriculum and acquire skills that will better prepare them for life after school.

- While there are variations in levels of expectation for student demonstration of proficiency, there is an increasing trend to assess the student's ability to apply or demonstrate the use of skills in higher order thinking or problem-solving activities.

Developing a Highly Trained Teacher Workforce

- The Department of Education, supported and encouraged by Congress, researchers, professional organizations, foundations, parents, students, and community members, has focused considerable effort and resources on improving the quality of our Nation's teacher workforce.

- OSEP will continue to support the professional development of personnel who work with students with disabilities with a focus that will result in greater involvement of States and local communities in professional development endeavors.

- The ability of the Department and OSEP to meet their objectives of a highly trained teacher workforce will be challenged by, among other issues, an anticipated need to hire more than 2 million teachers over the next decade, an increasing diversity of the student population that is not reflected in the current teacher workforce, and high-stakes accountability systems which are placing heavier demands on teachers.

- Addressing these challenges will require changes in personnel recruitment, preservice and inservice training, and induction of new teachers into schools.

Section II

Student Characteristics: This section contains three modules related to the characteristics of students served under IDEA and the Federal funding that States receive to serve these students. The first, special education in correctional facilities, synthesizes available information on youths with disabilities in corrections facilities, efforts to provide this population with a free appropriate public education, and challenges associated with the provision of services to incarcerated youths with disabilities. The second module, children ages birth through 5 served under IDEA, summarizes State-reported data and provides information about the States' progress in implementing comprehensive early intervention services for infants and toddlers and providing special education and related services for children ages 3 through 5 with disabilities. The final module outlines legislative changes over the years and changes in the child count data from 1988-89 to 1997-98 for students ages 6 through 21 served under IDEA.

Special Education in Correctional Facilities

- Efforts have been made to improve corrections education by implementing a national policy for corrections education and developing standards for administration; however, no specific standards have been developed to guide the development of special education programs in correctional facilities.

- The small number of special educators within correctional facilities have a broad scope of responsibilities; they cannot be expected to design, implement, and evaluate their own special education programs. State education agency personnel or regional staff may provide assistance and leadership.

- State and local agencies may facilitate transition of incarcerated youths back to community schools. Selected studies have shown the benefits of transition services for youth with disabilities who are moving from correctional facilities to community-based school or work sites.

- The professional development needs of academic staff in correctional facilities are well-documented, most specifically in the area of special education. Teachers need specialized training to work with offender populations, but institutions of higher education may have difficulty justifying preservice programs geared toward this particular subspecialty.

Children Ages Birth Through Five Served Under IDEA

- The number of children with disabilities served each year under both the Early Intervention Program and the Preschool Grants Program continues to increase.
- The continued growth of this population reflects increased and more effective outreach at the State level through public awareness and Child Find efforts, as well as continued improvement in reporting procedures.
- Over the past 3 years, most children with disabilities in the birth through age 2 population received services at home; children ages 3 through 5 most frequently received services in a regular classroom.

Students Ages 6 Through 21 Served Under IDEA

- The number of students with disabilities served under IDEA continues to increase at a rate higher than both the general population and school enrollment.
- The greatest increases in the past 10 years have been in the 12 through 17 age group and in the other health impairments disability category.
- Although States were allowed to use the developmental delay disability category for children ages 6 through 9 for the first time in 1997-98, only eight States did so, and the number of children reported represented only 1.32 percent of children with disabilities in that age group.

Section III

School Programs and Services: The four modules in this section examine some of the programs and services available within schools for children and youth with disabilities and their families. The module on paraprofessionals in the education workforce reviews the historical and contemporary factors that have led to increased use of paraeducators, presents critical policy questions and systemic issues, and highlights promising practices and strategies for developing standards and systems to prepare teachers and paraeducators to be members of program implementation teams. Educational environments for students with disabilities summarizes research that demonstrates the positive impact of inclusive schooling practices on students and highlights empirical research on maximizing positive outcomes. The third module describes Federal policies regarding discipline and students with disabilities, summarizes available research relevant to those policies, and outlines the discipline provisions of the IDEA Amendments of 1997. The last module in the section describes the population of students served by visual impairment specialists, the shortage of teachers in this field, and some training programs and initiatives aimed at reducing the shortages of such teachers.

Paraprofessionals in the Education Workforce

- Fewer than half of the State departments of education, including those in the District of Columbia and the territories, have standards or guidelines for the employment, roles and duties, placement, supervision, and training of paraeducators.

- Most teacher education programs have not developed curriculum content to prepare teachers to plan for working with paraeducators, delegate or assign tasks, assess paraeducator skills and performance, and provide on-the-job training.

- A lack of accurate data adversely affects the capacity of SEAs and LEAs to plan and implement policies and systems to improve the quality of paraeducator performance and to develop comprehensive cost-effective education programs for paraeducators.

- OSEP funds the National Resource Center for Paraprofessionals in Education and Related Services to develop guidelines for paraeducator roles and responsibilities as well as model standards for paraeducators' training and supervision.

Educational Environments for Students with Disabilities

- Previous research findings suggest that social interactions between students with and without disabilities are enhanced when students with disabilities are served in regular classes, particularly if teachers use delivery techniques that promote interaction.

- Changes in instructional strategies designed to address the needs of students with disabilities were cited as beneficial for many students without disabilities.

- In 1996-97, over 95 percent of students with disabilities received special education and related services in regular school buildings, and 46 percent were removed from regular classes for less than 21 percent of the day.

- Secondary-aged children were more likely than elementary-aged to receive services outside the regular classroom for more than 21 percent of the school day.

School Discipline and Students with Disabilities

- Recent education policy reflects an attempt to balance the rights of students with disabilities to a free appropriate public education with the provision of an educational environment that is safe and conducive to learning for all students.

- In the past, most States did not collect the data necessary for assessing the extent or type of misconduct by students with disabilities or the disciplinary actions resulting from that misconduct.

- Limitations in available data precluded a thorough assessment of the extent to which students with disabilities are subject to long-term suspension or expulsion.

- Researchers have concluded from recent studies that students with disabilities are suspended and expelled at rates that exceed their proportion in the school population, but data from the Department of Education Office for Civil Rights do not support this finding.

Preparing Teachers To Serve Students with Visual Impairments

- Low numbers of doctoral-level faculty members and a relative lack of specialized teacher training programs have contributed to a persistent shortage of classroom teachers for students with visual impairments.

- Efforts to reduce the shortage of teachers specializing in visual impairments requires innovative, collaborative efforts between OSEP and agencies such as the Council for Exceptional Children and the American Foundation for the Blind.

- Between 1995 and 1999, OSEP invested over $5 million in personnel preparation grant monies to fund 12 projects related to distance learning programs for personnel providing services to children with visual impairments.

Section IV

Results: There are five modules in this section. The first, an interim report from the National Assessment, describes seven nationally representative studies that OSEP will fund over the next 6 years. It also presents nine target issues to be addressed by the national evaluation and the conceptual design of SLI-IDEA. The module on graduation requirements and high school completion for students with disabilities presents information on the percentage of students with disabilities who completed high school in 1996-97 and explores the relationship between State high school graduation requirements and graduation rates. The third module, State Improvement and Monitoring, discusses OSEP's Part B monitoring process. The fourth module reports on progress in the implementation of IDEA's transition requirements at the State and local levels from 1991 through 1999. The final module in this section reports on the participation of students with disabilities and the use of accommodations in the 1996 National Assessment of Educational Progress (NAEP).

Interim Report From the National Assessment

- Section 674(b) of the IDEA Amendments of 1997 mandates a systematic evaluation of the impact of the law, first assessing progress in implementing the provisions of the Act and ultimately evaluating progress toward achieving the objectives of the Act.

- The prospective national evaluation will be the first comprehensive national evaluation of the implementation of the Federal special education program in almost two decades.

- The national evaluation must specifically include an assessment of the status of nine target issues, as well as a comprehensive design for describing how States, local school districts, and schools are interpreting key provisions related to each of the issues.

Graduation Requirements and High School Completion for Students with Disabilities

- In 1996-97, 24.5 percent of students ages 17 and older with disabilities graduated from high school with a diploma.

- Students with disabilities are less likely to drop out of school and are more likely to be competitively employed after high school if they receive adequate vocational education training in high schools.

- The percentages of students with disabilities graduating from high school were highest for youths with speech and language impairments, traumatic brain injury, and visual impairments. The percentages of students receiving diplomas were lowest for students with autism and multiple disabilities.

- States with high school exit examinations graduate somewhat fewer students with disabilities than States without such examinations.

State Improvement and Monitoring

- OSEP focuses its monitoring activities on each State's systems for ensuring that all public agencies comply with the requirements of Part B of IDEA.

- In working with the States to ensure compliance and improved results for students with disabilities, OSEP emphasizes partnerships and technical assistance, together with a strong accountability system.

- Between August 1997 and January 1998, OSEP staff participated in implementation planning meetings in 49 States, Puerto Rico, the Virgin Islands, and the Bureau of Indian Affairs.

- Using input from a stakeholder meeting held in February 1998, OSEP designed a Continuous Improvement Monitoring Process, which is built around continuity, partnership with stakeholders, State accountability, State self-assessment, and provision of technical assistance.

Progress in Implementing the Transition Requirements of IDEA: Promising Strategies and Future Directions

- Inclusion of transition planning in IDEA occurred in the context of at least a decade of attention to the need to develop transition policies, programs, and services for youths with disabilities that would allow them to make successful transitions from school to adult life.

- At the systems level, the goal of ensuring a successful transition from school to adult life for students with disabilities requires major changes in schools, adult services, and communities.

- Seven themes have emerged that appear to enhance implementation efforts across State and local levels: creating an environment that is conducive to implementation of transition policies and practices, using policy to promote systems change, sharing leadership, engaging in collaboration around governance and practice, building capacity for long-lasting change, linking transition to other restructuring efforts, and using research and evaluation results to enhance policy and practice.

NAEP

- NAEP performance scores provide parents, educators, administrators, advocates, and policy makers with important data on the academic achievement of students with disabilities.

- Use of accommodations was first allowed in the 1996 administration of NAEP.

- Data from the 1996 NAEP, which sampled only 3,835 students with disabilities, suggest that these students did not perform well in science and mathematics as compared to their nondisabled peers.

- NAEP results also suggest that students with disabilities from some racial/ethnic minority groups scored substantially lower than white students with disabilities across grades and subjects. Sample sizes preclude determining differences between racial/ethnic groups.

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I. CONTEXT/ENVIRONMENT

Parent Involvement in Educating Children with Disabilities: Theory and Practice

Providing Access to the General Education Curriculum for Students with Disabilities

Developing a Highly Trained Teacher Workforce

PARENT INVOLVEMENT IN EDUCATING CHILDREN WITH DISABILITIES: THEORY AND PRACTICE

Increasing the involvement of parents[1] in the education of their children is a national goal for policy makers in both general and special education. One of the National Education Goals states that, "By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children" (National Education Goals Panel, 1994). In the Individuals with Disabilities Education Act Amendments of 1997 (IDEA), Congress emphasized the rights of parents to participate in decisions about their children's education based on the belief that "strengthening the role of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home" can improve the education of children with disabilities (Section 601(c)(5)(B)).

IDEA delineates several levels of parental rights regarding involvement in special education programs for students ages 3 through 21: consent, notification, participation in educational decisions about their children, and participation in policy making. For example, before conducting an initial evaluation to decide if a child qualifies for special education services, local education agencies (LEAs) must obtain *parental consent* for the evaluation. LEAs must *notify* a child's parents of evaluation procedures that the district proposes to conduct. LEAs must give parents an opportunity to *participate* in the development of their child's individualized education program (IEP); parents must also be involved in decisions about the child's educational placement. When there is a disagreement about identification, evaluation, or placement of their child, parents (or the LEA) may request a due process hearing. As an example of parent involvement in *policy making,* IDEA requires that each State establish an advisory panel for providing policy guidance with respect to special education and related services for children with disabilities, and the panel must include parents of children with disabilities.

The Part C program for infants and toddlers has an especially strong emphasis on family-centered service delivery, recognizing the need to provide services for all members of the family, not just the child with a disability, to promote child development. IDEA requires that each infant or toddler with a disability and his or her family receive a multidisciplinary assessment of the child's unique strengths and needs and the services appropriate to meet those needs; a family-directed assessment of the resources, priorities, and concerns of the family; supports and services necessary to enhance the family's capacity to meet the infant or toddler's developmental needs; and a written individualized family service plan.

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[1] Although the contents of this module are relevant to both parents and legal guardians of children with disabilities, for the sake of brevity we will use the term "parents" throughout the module.

Despite legislative intent, parent involvement may not always reach desired levels, and at times, educators and parents may perceive the interests of the child differently, leading to conflict. What factors affect the decision of some parents to become involved in their children's education and others to avoid involvement? What types of parent involvement are most beneficial for students with disabilities? Hoover-Dempsey and Sandler (1995) developed a five-level model to describe the parent involvement process (see table I-1). The five levels are: the decision to become involved in the child's education, the decision to choose particular types of involvement, the mechanisms through which involvement affects child-centered outcomes, the factors mediating the benefits of involvement, and the outcomes of involvement as they relate to the child.

This module summarizes literature on parent involvement in educating children with disabilities. It uses Hoover-Dempsey and Sandler's model of the parent involvement process as an organizing structure, reviewing research within each of the five levels described. While the module focuses on parent involvement in educating children with disabilities, literature from general education has also been incorporated for comparison. Parent involvement for school-aged children with disabilities is the module's primary emphasis, although some information on involvement in early intervention is included. The module concludes with a list of recommendations drawn from the review of literature.

Influences on a Parent's Basic Involvement Decision

How involved are parents in their children's education? The first step in the parent involvement process is the general decision of parents to become involved in their child's schooling. This decision may be either explicit or implicit. That is, some parents may make a deliberate decision to become involved, while others may simply respond to external pressures for involvement without consciously considering their decision. Furthermore, parents may, at any point, decide to withdraw their participation.

Data from the 1996 National Household Education Survey indicate that 89 percent of families participated in some school-based activity related to the education of their preschoolers with disabilities such as volunteering at school or meeting with teachers. The decision to participate in school-based activities was even more common for parents of children ages 6 through 11 with disabilities; 96 percent reported such involvement. These rates were very similar to those for parents of

Table I-1
Model of the Parent Involvement Process

Level 5: Child/student outcomes
Skills and knowledge
Personal sense of efficacy for doing well in school

Level 4: Tempering/mediating variables
Parent's use of developmentally appropriate involvement strategies
Fit between parents' involvement actions and school expectations

Level 3: Mechanisms through which parent involvement influences child outcomes
Modeling
Reinforcement
Instruction

Level 2: Parent's choice of involvement forms, influenced by
Specific domains of parent's skills and knowledge
Mix of demands on total parent time and energy (family, employment)
Specific invitations and demands for involvement from child and school

Level 1: Parent's basic involvement decision, influenced by
Parent's construction of the parent role
Parent's sense of efficacy for helping her/his children succeed in school
General invitations and demand for involvement from child and school

Source: Hoover-Dempsey, K.V., & Sandler, H.M. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers College Record, 95*, 310-331.

nondisabled children (Westat, 1998). But how do parents become involved in their children's education?

Hoover-Dempsey and Sandler (1995) theorize that the decision for parents to become involved in their children's education is influenced by a number of factors, including their view of the parent role with regard to involvement in education, their sense of efficacy in helping their children succeed in school, and general invitations and demands for involvement from either their child or the school. For example, some parents may see involvement in schooling as central to their role, while others may believe education is best left to school personnel. The former are more likely to take an active part in their children's education.

Special education offers many specific opportunities for parent involvement, including participation in initial and subsequent evaluations and annual IEP meetings. In fact, some studies document differences in the level and types of involvement between parents of students with and without disabilities, although this is inconsistent across studies. One study found that mothers of children with disabilities, regardless of the severity of the disability, were "offered more

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opportunities to be involved [in schooling], were more satisfied with their involvement, and felt more able to influence their child's education" than mothers of children without disabilities (Salisbury & Evans, 1988, p. 268).

Research suggests that school personnel's behavior may also influence parent participation. This may be viewed as one form of what Hoover-Dempsey and Sandler refer to as demands for involvement. Many local programs have demonstrated success in increasing the percentage of parents involved in the education of their children with disabilities. For example, factors found to enhance parent involvement included establishing ongoing relationships among parents and school personnel, providing professional development to familiarize service providers with the techniques for and importance of involving families, teaching families about their rights under IDEA, and using specific strategies to encourage active parent involvement (Cheney, Manning, & Upham, 1997; Salembier & Furney, 1997; Turnbull & Turnbull, 1990). For example, after participating in a year-long program of family support groups and educational support teams, parents of middle school students with emotional disturbance scored significantly higher on all three subscales of the Family Empowerment Scale: attitudes, knowledge, and behaviors (Cheney et al., 1997).

The behavior of school personnel may also inhibit parent involvement. Salembier and Furney (1997) reported the following factors as inhibiting parent participation: school personnel who did not appear to listen to parents, failed to attend meetings, left meetings early, lacked relevant information, failed to request parent input, did not express a clear purpose for the meeting, or used overly technical language. School personnel's behavior may be a particularly important influence on the involvement of racial/ethnic minority parents. Kalyanpur and Rao (1991) found that some educators exhibited disrespect for minority parents' views, focused on racial/ethnic minority children's deficits, and disregarded cultural differences that characterized parenting styles. Harry, Allen, and McLaughlin (1995) reported diminishing levels of involvement over time for African American parents with children in early intervention programs. While these parents were initially satisfied with preschool programs, they became increasingly concerned about stigma, classroom environment, and curricular issues.

Influences on a Parent's Choice of Involvement Forms

There are many different ways parents may participate in their children's education once they make the decision to become involved. In the broadest terms, parent involvement activities may be divided between home-based activities, such as helping children with their homework, reading to young children, discussing school events,

Table I-2

Types of Parent Involvement in Early Intervention Program

Type of Involvement	Number	Percentage
Help make decisions about my child's program	505	89
Transport my child to treatment	471	83
Do some of the therapy for my child	433	76
Advocate for my rights and my child's rights	420	75
Help give information and support to other parents	403	71
Coordinate my child's services	397	71
Observe my child during therapy	366	65
Attend program planning meetings about my child	211	38
Serve as volunteer, aide, or assistant in my child's program	175	32
Help with fundraising for agencies	149	26
Serve on advisory or policy-making board for an agency	37	7

Source: Sontag, J.C., & Schacht, R. (1994). An ethnic comparison of parent participation and information needs in early intervention. *Exceptional Children, 60*, 422-433.

or talking with teachers by telephone, and school-based activities such as chaperoning a field trip, volunteering at school, or attending parent-teacher association (PTA) meetings.

Before discussing influences on parent's choices of involvement activities, it is helpful to consider research findings on the extent to which parents of children with disabilities participate in various education-related functions. In one study, as shown in table I-2, three-fourths of parents or more were involved in decisions about their children's early intervention program, transported their children to treatment, did some therapy for their children, and advocated for their children's rights. More than half of all parents gave information and support to other parents, coordinated their children's services, and observed their children during therapy. Less common forms of parent involvement included attending program planning meetings, volunteering, fundraising, and serving on policy-making bodies (Sontag & Schacht, 1994).

In a similar study, Plunge and Kratochwill (1995) reported that parents of children with disabilities in preschool through fourth grade also exhibited high rates of participation. More than 85 percent of parents were actively involved in the IEP meeting; that is, they understood the purpose of the meeting, told school personnel about their child's strengths and needs, listened to school personnel recommendations, told school personnel what they wanted their children to learn, and signed the IEP. More than 70 percent of parents indicated that they often talked with the teacher about their child's progress in class, received information about how to teach their child at home, and received information about their legal rights. Fewer parents volunteered in class (42 percent), had a home visit (30 percent), attended parent meetings (22 percent), or helped evaluate the school's special education services (19 percent). And, in a study of African American parents' involvement in educating their children with disabilities, Harry and colleagues (1995) reported high levels of participation in home-based activities, including supervising homework and addressing behavioral issues identified by the teacher.

Some evidence suggests that parents of children with and without disabilities differ somewhat in the types of involvement activities they engage in. Families of children ages 3 through 5 with disabilities were more likely than families of children without disabilities to attend a general school meeting or attend a meeting with a teacher. They were less likely to attend class events, volunteer at school, or attend PTO or PTA meetings. Families of children ages 6 through 11 with disabilities were more likely to attend meetings with their children's teacher but less likely than families of children without disabilities to attend class events, volunteer at school, attend back-to-school nights, or attend PTO or PTA meetings (see table I-3). These differences may be explained by parent participation in meetings to determine initial or ongoing special education eligibility or in annual IEP meetings, which are special education activities parents are specifically encouraged to attend. Families of children with disabilities, however, were less likely than other families to participate in general school functions such as back-to-school nights and PTA meetings (Westat, 1998).

In general, these studies indicate that large percentages of parents of children with disabilities are at least somewhat involved in their children's education. In the past, some researchers have raised concerns, however, about the depths of parent involvement, classifying participation as primarily passive (Lynch & Stein, 1982; Turnbull, 1983). Fiedler (1986) identified seven levels of parent involvement, from least to most active. They include: attendance and approval of teacher priorities, sharing information, suggesting goals, negotiating goals, collaboratively analyzing and monitoring implementation, joint programming, and independent programming. In a study done in the 1980s, 71 percent of parents reported that they were involved in the development of their children's IEP. However, only 48 percent of parents reported making any suggestion at the IEP meeting (Lynch & Stein, 1982). In a similar study, 25 percent of parents of children with learning disabilities did not recall the IEP document, and few of those who remembered it could recall its contents (McKinney & Hocutt, 1982). Although these studies are quite old, and parent involvement may be qualitatively different from what it was 15 years ago, these findings do raise the question about the depth of parent involvement. Recent research has not addressed this issue.

Table I-3
Percentage of Children Whose Adult Family Members Participated in Different School Activities

	Children Ages 3-5		Children Ages 6-11	
Activity	With Disabilities	Without Disabilities	With Disabilities	Without Disabilities
Attended a General School Meeting	77.1	73.5	79.5	83.6
Attended a Meeting with the Teacher	81.4	64.8	90.3	85.8
Attended a Class Event	44.4	59.8	64.3	74.3
Volunteered at School	39.9	48.7	38.6	50.4
Attended Back-to-School Night	66.4	65.9	68.3	76.3
Attended PTA/PTO Meeting	49.1	58.0	46.4	58.2

Source: Westat (1998). *Report on findings of significant issues and trends.* Rockville, MD: Author

Hoover-Dempsey and Sandler (1995) delineate several factors that affect parents' decision of how to participate. These include the specific domains of parents' skills and knowledge, other demands placed on parent time and energy, and specific invitations and demands for involvement from their child or school. For example, for parents who work full-time during the day, volunteering at school may not be an option. Instead, they may choose to be involved through activities that do not conflict with their work schedules. In fact, of several types of involvement, parents were, in general, most likely to participate in back-to-school night or general school meetings (Westat, 1998).

It is widely believed that children's age and competence affect the level of parent involvement perhaps because, based on Hoover-Dempsey and Sandler's theory, parents' sense of efficacy in helping their children succeed in school diminishes as invitations and demands for involvement decline (Lareau, 1989; Mink & Nihira, 1986; Salisbury & Evans, 1988; Stevenson & Baker, 1987; Yanok & Derubertis, 1989). In fact, one study found that mothers of children without disabilities participated in fewer school-related activities as their children aged, but mothers of children with disabilities maintained a high level of participation as their children grew older. However, the nature of the mother's involvement did shift as children aged: Mothers primarily participated in the IEP process when their children were younger but adopted an advocacy role as children grew older (Salisbury & Evans, 1988).

In a study of parent involvement in early intervention programs, Gavidia-Payne and Stoneman (1997) reported that maternal and paternal perceptions of family functioning (problem solving, communication, roles, affective involvement, and general functioning), marital adjustment (consensus, satisfaction, cohesion, and affection), financial security, level of education, and use of coping strategies (e.g., social supports, religion) were positively associated with participation in early intervention programs. Mothers who reported experiencing lower levels of stress also exhibited higher levels of participation.

In a study of parents of children ages 7 and 8 with developmental delays, informational resources (experience with child-related professions, level of education, familiarity with school activities, and amount of activity focused on how to help their child), beliefs about schooling (definitions of educational activities and beliefs about the responsibilities of schools), and a composite measure of resources (time, social supports, and informational resources) were related to both home-based and school-based parent involvement. The perceived characteristics of the school (convenience of meeting times, value of participation activities, and perception that parent's input was sought and valued) were also related to home-based and school-based involvement. Parent attitudes about school (confidence/comfort participating at school, confidence in helping their children do well in school, importance of school achievement) were correlated only with school-based participation, and child status (IQ and impact on the family due to behavioral, medical, or communication problems) was related only to home-based levels of participation (Coots, 1998).

Mechanisms Through Which Parent Involvement Influences Child Outcomes

Hoover-Dempsey and Sandler (1995) identified three mechanisms at work as parents participate in their children's education. They point out that parent involvement is best characterized as an enabling and enhancing variable in school performance rather than a necessary or sufficient condition for success. First, parents may model appropriate behavior or values. Parent behavior may communicate to children that schooling is important (e.g., parents ask questions about the school day, review homework, attend school meetings). Modeling theory predicts that children will imitate adult behaviors held in high regard; that regard is demonstrated through attention to school issues. Second, parents may reinforce instruction introduced at school. By rewarding behaviors needed for school success, parents enhance the likelihood that their children will replicate those behaviors. Third, parents may provide direct instruction to enhance their children's knowledge and skills. For example, when parents provide positive, at-home academic experiences for their children, neither disengaging from challenging work nor completing the work for them, children may learn to approach difficult tasks more willingly (Switzer, 1990).

For families raising children with disabilities, the additional support provided at home may be particularly important. Research suggests that parent reinforcement of desired behaviors originally taught in school helps children with disabilities generalize and maintain those behaviors in other environments (Cordisco & Laus, 1993).

In a study of the effectiveness of parent involvement in the homework performance of students with disabilities and students at-risk of school failure, Callahan, Rademacher, and Hildreth (1998) trained parents to implement a home-based program of self-management and reinforcement. Parents and students were taught components of a self-management program, including (1) self-monitoring (students monitored and recorded homework start and end times, total time spent, and whether assignments were completed at the designated time and location), (2) self-recording (students recorded the number of correct math problems), (3) self-reinforcement (students determined and recorded the number of points earned for accuracy in their self-monitoring by matching their results with the results of their parents), and (4) self-instruction and goal setting (students evaluated their homework performance and decided whether to complete a supplemental form of the same assignment). Parents and students jointly selected a variety of rewards for points earned in self-monitoring. During the intervention, both homework completion and homework quality increased significantly. Furthermore, the amount and quality of parent involvement was paramount to program effectiveness.

Extensive research supports the efficacy of parents as providers of direct instruction. Mullin, Oulton, and James (1995) found that mothers who had been trained in social learning theory reported substantial reduction in their children's problem behavior. Parents were taught to identify and clearly define their children's problem behaviors based on antecedents and consequences. Following the training, parents reported decreases in the number and intensity of such behaviors. Robbins and Dunlap (1992) documented several successful programs in which parents learned to teach functional skills to their young children with autism. Involvement in family-focused intervention programs has also been shown to increase family members' self-efficacy and perceived self-control (Trivette, Dunst, Boyd, & Hamby, 1995).

In a study of young children with severe behavior problems, McNeil, Eyberg, Eisenstadt, Newcomb, and Funderburk (1991) found that improvements in some types of behavior generalized to school settings following home-based parent-child interaction therapy, contradicting two earlier studies. Parents were taught specific communication and behavior management skills to encourage appropriate behavior and discourage inappropriate behavior. The successful intervention in a home-based setting generalized to school settings for certain conduct and oppositional behaviors such as teasing, hitting, and breaking school rules. Generalization to school settings was not achieved in behaviors tied to hyperactivity/inattention or peer relationships; examples of such behaviors were not provided.

The transition from secondary school to adult life can be extremely challenging for students with disabilities and their families. When the case management, educational, and related services provided through IDEA are no longer available, families frequently face an expanded role in supporting young adults with disabilities. One way to support families in this transition is to teach them effective strategies for instructing and communicating with their children or their nondisabled siblings (Brotherson, Berdine, & Sartini, 1993). In a qualitative study of family involvement in the transition of students with disabilities from secondary school to postsecondary roles, family members were extremely important as informal role models for career and lifestyle choices. However, few students described a formal process of transition planning that involved parents or school personnel (Morningstar, Turnbull, & Turnbull, 1996).

Tempering and Mediating Variables

Not all parent involvement activities lead to improved student outcomes. Rather, different types of involvement, if well implemented, yield different, important results for students, teachers, and parents (Epstein & Hollifield, 1996). A number of factors may temper or mediate the potential benefits of parent involvement. For example, to be effective in enhancing educational outcomes, parent involvement must be developmentally appropriate. Furthermore, a good fit between parents' type and level of involvement and the expectations of school staff may contribute to positive school outcomes. If, however, families and school personnel are working at cross purposes, parents' involvement in their children's education may be less effective.

Because learning disabilities are often difficult to detect, prior to their identification, families may exhibit intolerance with children's behavior. Even after learning disabilities are identified, deficits in children's academic and behavioral skills and unsatisfactory school experiences may contribute to increased levels of parental stress (Dyson, 1996). An inadequate understanding of their children's learning disability may lead parents to believe their children's failure is due to lack of ability, stubbornness, willfulness, or lack of effort (Chapman & Moersma, as cited in Walther-Thomas et al., 1991; Meier, as cited in Walther-Thomas et al., 1991; Siegel, as cited in Walther-Thomas et al., 1991). Consequently, parents may develop inappropriate expectations or overprotective or indulgent behaviors that could have a negative impact on the child's success.

If schools and families have inconsistent expectations for parent involvement, children may be placed in the position of negotiating different sets of demands at different times of the day. The poorer the fit between school and parent expectations for involvement, the more time, energy, and skill required of the children, limiting the positive benefits of parent involvement (Hoover-Dempsey & Sandler, 1995).

Child and Student Outcomes

A strong consensus has emerged that parent involvement in children's education typically benefits learning and school performance even after students' abilities and socioeconomic status are taken into account. This finding is supported by numerous studies (Chavkin, 1993; Eccles & Harold, 1993; Epstein, 1989, 1991, 1996; Henderson, 1987; Hess & Halloway, 1984; Hobbs et al., 1984; U.S. Department of Education, 1994). A recent study specifically documented the positive relationship between the father's involvement and school success. Children were more likely to get "As," to participate in extracurricular activities, to enjoy school, and to be less likely to repeat a grade if their fathers were involved in their schooling. This was true even after controlling for the mother's involvement, parents' education, household income, and race/ethnicity (National Center for Education Statistics, 1998).

Hoover-Dempsey and Sandler (1995) describe two primary benefits that may result from parents' involvement in their children's education. First, children may acquire skills and knowledge beyond those attainable through school experiences alone. Second, children may develop an enhanced sense of efficacy for doing well in school. A third benefit of parental involvement may also exist. Parents who understand their children's rights and participate in securing those rights may have greater success than unprepared, uninformed, or uninvolved parents in securing an appropriate education for their children (Herr, 1983). This may be particularly important for students with disabilities.

In a study of children with learning disabilities, at-risk children, and typically performing children, Ames (1992) found that, for children with learning disabilities, parental support or involvement had significant, positive effects on the children's concept of their own academic ability. For all three groups of students, parents' attention to teachers' communications had a strong positive effect on parents' perceptions of their children's motivation. Another study also supports the relationship between parent involvement and enhanced efficacy for their children. Children whose parents participated in their education tended to view learning and school with more positive attitudes and developed regular patterns for studying and completing homework (Mundschenk & Foley, 1994).

Summary and Recommendations Drawn From the Literature

This module synthesizes literature on parent involvement in educating their children with disabilities using Hoover-Dempsey and Sandler's (1995) model of the parent involvement process. The model includes five levels--the basic involvement decision, the form of involvement, mechanisms for influencing children's outcomes, tempering or mediating variables, and child-centered outcomes. Research indicates that the overwhelming majority of parents of children with disabilities are involved in their children's education through meetings with teachers, volunteering at school, helping with homework, or other school- and home-based activities. Educators may enhance levels of parent involvement by establishing on-going relationships with parents, teaching parents about their rights under IDEA, and using specific strategies to promote involvement. Family-related factors, such as children's age, parents' competence, and parents' access to resources may also influence levels and types of parent involvement. By providing direct instruction, reinforcing behaviors taught at school, and improving homework performance, parents may improve children's skills and knowledge and may enhance children's sense of self-efficacy for doing well in school.

To support parent involvement, the U.S. Department of Education, Office of Special Education Programs funds 76 Parent Training and Information Centers and 10 Community Parent Resource Centers to provide training and information to parents of infants, toddlers, children, and youth with disabilities and to the individuals working with these parents. The programs provide assistance and support to thousands of parents and families every year. Their goal is to empower parents to become effective advocates for their children with disabilities. In 1998, Congress appropriated over $18.5 million for these efforts.

In addition to the Parent Training and Information Centers and Community Parent Resource Centers, OSEP funds a number of model demonstration projects and research institutes in the parent involvement field. One example is the Beyond the Barriers project at the University of New Hampshire Institute on Disability. This project explores new models of community-initiated and family-centered approaches to meeting the needs of young children with disabilities. Another example of OSEP's investment in this area is Partners Plus, a model demonstration project in Williamsburg, Virginia. This project involves families in the design, implementation and evaluation of respite care services and will serve children with disabilities from ages birth through 8.

The research summarized in this module documents the benefits of parent involvement. However, not all parents participate in their children's education. Some participate only at a superficial level, and barriers that impede successful parent-school partnerships continue to exist. Many researchers and educators (Finders & Lewis, 1994; Harry, 1992; Sontag & Schacht, 1994; Turnbull & Turnbull, 1996; U.S. Department of Education, 1994; Ypsilanti Public Schools, 1998) have offered recommendations and developed programs to help schools and teachers address these barriers.

- ***Improve communication among parents, teachers, and administrators.***

Researchers, advocates, parents, and educators make a number of accommodations to enhance the extent and quality of interaction between school personnel and parents of students with disabilities. In order to maximize their level of involvement, parents may require more information on the types of services that are available for their children, their rights as parents, and school personnel's expectations for parent involvement. Family resource centers and parent training institutes may provide parents with information about special education, community resources, parenting classes, and the like. Family resource centers housed in school buildings may also provide parents with a positive, nonthreatening school experience (U.S. Department of Education, 1994). The Technical Assistance Alliance for Parent Centers' webpage is another valuable resource for parents. The Alliance's page provides information on legislative issues, a newsletter for parents, a list of Parent Training and Information Centers and Community Resource Centers in the United States with links to their websites, a database of useful information for parents, and other useful links and resources. By providing such information to parents, school personnel may alter parents' perceptions of their role with regard to their children's education.

As described in Hoover-Dempsey and Sandler's model (1997), extending invitations to parents may also be critical for securing participation. Parents reportedly want more information about opportunities for participation (Finders & Lewis, 1994; Sontag & Schacht, 1994). For example, in Ypsilanti, Michigan, the school district instituted National African American Parent Involvement Day. Each year, parents are invited to attend school with their children on the second Monday in February (Ypsilanti Public Schools, 1998).

A critical aspect of school-family communication is cultural sensitivity. Minority families report dissatisfaction with educators' ability to appreciate and understand cultural differences (Harry, 1992; Sontag & Schacht, 1994). Through appropriate, ongoing, and intensive professional development, teachers may learn about local cultures, recognize their own cultural stereotypes, and understand how cultural traditions and beliefs affect interactions between parents and school personnel (Sileo & Prater, 1998; Turnbull & Turnbull, 1996). Through the Alliance, discussed above, school personnel may access materials for parents in languages other than English. Employing teachers from the same racial/ethnic background as the school's parents and children may also enhance communication.

- *Tap parents' expertise.*

Parent participation and outcomes for children with disabilities may be enhanced if teachers accept and acknowledge parents' familiarity with their children's strengths and needs. The view of school personnel as the sole source of knowledge of children's characteristics and instructional needs diminishes the role that parents can play and inhibits school-family communication, which is necessary for providing appropriate services. School personnel who encourage dialogues with parents provide a forum for expressing opinions and concerns (Harry, 1992; Sontag & Schacht, 1994).

Vermont has adopted a collaborative model designed to enhance collaboration between parents and school personnel in the development of IEPs. IEP meetings are driven by three questions. "What do we know about this child?" "What are we going to do to help this child receive an appropriate education?" "How will we know if we are succeeding?" This approach is intended to involve families more completely in the IEP process by using open-ended questions and avoiding jargon (Hock & Boltax, 1995).

Parents possess knowledge and skills that are valuable to the education of their children and their children's classmates, as well as to service providers. In addition to knowledge related to their own children's strengths and needs, parents often possess valuable expertise in specific occupational skills, cultural norms and beliefs, languages other than English, and hobbies. Such expertise can be incorporated into the curriculum or tapped to enhance access to the curriculum (Finders & Lewis, 1994).

- *Involve families in community-based intervention/instruction.*

By inviting parents to participate in their children's education through home-based intervention or instruction that is consistent with classroom instruction, educators may empower parents and improve acquisition and generalization of student skills.

Several States have adopted programs like Family Math and Family Science to encourage parents to participate in their children's homework. Programs that allow parents and their children to work collaboratively on a project may extend the children's learning experiences and help parents to model skills and instruct their children (U.S. Department of Education, 1994).

In part, these recommendations reflect a changing conception of the roles and relationships between parents of children with disabilities and school personnel. Traditional concepts of school-based parent involvement are being replaced by family-school partnerships, which suggest individuals of equal standing working together to achieve common goals.

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PROVIDING ACCESS TO THE GENERAL EDUCATION CURRICULUM FOR STUDENTS WITH DISABILITIES

The passage of P.L. 94-142 in 1975 focused the attention of educators on policy and practice related to the access of students with disabilities to an education—an individually designed, free appropriate public education provided in the least restrictive environment. This focus on access has provided a generation of children with disabilities with the initial preparation needed for successful adult life in the community and workforce.

However, for a growing number of students with disabilities, special education today is not preparing them for increasingly rigorous graduation requirements and career skills that are based on problem solving, collaboration, and technology. Why is this? Special education has typically been viewed as an intervention of remediation. As students with disabilities demonstrate difficulty in academic skills, they are provided intensive instruction on the basic foundation skills which are considered to be prerequisites to higher level, abstract reasoning and problem-solving skills. While they receive remediation intervention, their peers without disabilities refine their foundation skills through application in more complex activities (Gersten, 1998).

The gap between students with and without disabilities continues to widen. Students in special education have lower school completion rates than their nondisabled peers; as adults, they are the largest unemployed group of Americans; they experience higher arrest rates; they are less likely to live independently in the community (Blackorby & Wagner, 1996). As we approach the 21st century, the challenge for educators is to provide students with disabilities meaningful access to instruction that is aligned with high-level standards and supported by special education interventions. This module presents Federal legislation related to providing access to the general education curriculum and discusses difficulties involved in doing so. The module also presents strategies for enhancing access to the general education curriculum for students with disabilities.

What Does It Mean To Access the General Education Curriculum?

Perhaps the first question to ask is: What is the general education curriculum? On first glance, the answer is clear: It is the curriculum designed to prepare students for adult life and, more specifically, for the high school diploma. Frequently, the general education curriculum contains both academic (e.g., literacy, science, math, social studies) and nonacademic (e.g., career/vocational, arts, healthful living, practical living skills, citizenship) domains; however, student performance is assessed primarily in academics. As pressures mount for teachers to cover the content of the assessed curriculum, less attention and instructional time are devoted to the nonassessed areas. Thus, it is not uncommon for portions of the general education curriculum to receive limited attention--or to not be addressed at all (Warren, 1997). The result is a lack of consistency in how the general education curriculum is defined and taught.

Federal Legislation Relating To Providing Access to the General Education Curriculum

This lack of consistency is not limited to special education. In its 1983 report, *A Nation at Risk*, the National Commission on Excellence in Education called for the adoption of "more rigorous and measurable standards . . ." (p. 27) which will require ". . . more effective use of the existing school day" (p. 29). This bold recommendation has resulted in the current focus on standards-based education and more specifically on issues of equity: ensuring that all students have equal access to common standards, challenging assessments, and enhanced accountability for student performance (McDonnell, McLaughlin, & Morison, 1997). Such issues have been addressed in recent Federal legislation (e.g., the Elementary and Secondary Education Act, the Goals 2000: Educate America Act, the Improving America's Schools Act, and the School-to-Work Opportunities Act). Each of these laws contains provisions requiring the development of challenging common standards and the reporting of *all* students' performance on progress in meeting the standards. Together, these are intended to satisfy the national need to produce highly skilled graduates to maintain this country's place in a technological, sophisticated, global market place.

The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 contain several provisions directed at providing students with disabilities greater access to the general education curriculum. This concept of access is addressed in several areas of the legislation via policy, planning, student instruction, and evaluation.

State Performance Goals

Each State wishing to receive IDEA Part B funds must identify goals for the performance of students with disabilities. To the maximum extent possible, State goals are to be consistent with other goals and standards for all children established by the State, including those established under other Federal programs.

State Improvement Plans

Developed through broad-based stakeholder input, the State Improvement Plan is to identify critical aspects of early intervention, general education, and special education programs that must be improved to meet the performance goals the State has identified for Part B. One of the indicators that must be considered is the performance (including performance on State assessment) and participation (including dropout and graduation rates) of students with disabilities.

Program Funding

Coordination between special education and other Federal resources (e.g., schoolwide Title I projects) is encouraged. Additionally, Part B special education funds and related services may be used in general education classrooms to support children with disabilities while providing nondisabled students with incidental benefits from these supports. Funds can be used to increase the skills of general educators to facilitate enhanced participation of students with disabilities in general education classrooms.

Individualized Education Programs

The general education curriculum is to be considered throughout the development and implementation of the individualized education program (IEP). Initial assessments and development of the student's Present Level of Performance are to reflect the student's ability to access instruction aligned with the general education curriculum and standards. General educators are to participate in IEP meetings and provide strategies for aligning IEP goals with standards. Aids and supports are to be provided to facilitate instruction in the general education environment. Parents are to receive regular reports on their child's progress in meeting the IEP goals.

Assessing Student Performance

All students with disabilities are to be included in State and district assessment systems. To the greatest extent possible, students with disabilities are to participate in the large-scale assessments that are aligned with the general education curriculum and standards. Individual accommodations are to be identified and implemented during instruction and assessment activities. Alternate assessments are to be administered to those students who cannot participate in state- and district-wide assessment programs.

Reporting Student Performance

The performance of students with disabilities is to be publicly reported in the same frequency and detail as the performance of nondisabled students. Such reporting is to reflect performance on large-scale assessments as well as alternate assessments.

Tensions Involved in Providing Access to the General Education Curriculum

Virtually every State has developed standards in at least one academic content area; however, there is no "standard" for the State standards (McDonnell et al., 1997). They differ in what they are called (e.g., goals, benchmarks, expectations, frameworks) as well as in subject areas and levels of specificity. While there are variations in levels of expectation for student demonstration of proficiency, there is an increasing trend to assess the student's ability to apply or demonstrate the use of skills in higher order thinking or problem-solving activities. As noted earlier, academic standards are typically included in large-scale assessments, while nonacademic standards are rarely included.

Another tension involves the balance between academic and vocational education. The National Longitudinal Transition Study (NLTS) suggests that students with disabilities who had paid employment experience in high school were more likely to stay in high school and graduate with an employment outcome. How will the increased emphasis on academics balance with effective vocational and other nonacademic educational strategies?

Special educators are rarely involved in the development of the general education curricular standards. Instead, they are typically called upon to identify instructional strategies or curriculum modifications (Goertz & Friedman, 1996). However, these adaptations are typically focused on groups of students and rarely on the specific needs of individual students in the class (Vaughn & Schumm, as cited in Orkwis & McLane, 1998). This means that general and special educators are forced to decide when to modify a standard, when to provide instructional accommodations, how and when to plan collaboratively, and how to find instructional time to cover the content (McLaughlin, Henderson, & Rhim, 1997). The need to develop curricular frameworks that are relevant to all students and to identify effective strategies that support access to the curriculum is common throughout elementary and secondary schools. Our challenge is to strike a balance between emphasizing the potential and performance of each individual student and ability to provide individual resources to facilitate full participation of all students (Benz & Kochhar, 1996). The concept of universal design is one strategy that offers promising solutions to this dilemma.

Universal Design of Curricular Frameworks

To increase access to the general education curriculum, needs of all students must be considered when curricula and standards are developed. This is known as universal design, which is based on the premise that curricula and standards are flexible in order to include students with a wide variety of cultural, linguistic, and learning styles--including students with disabilities (Orkwis & McLane, 1998). Ideally, effective universal design does not result in lowered expectations or watered-down instruction. Rather, it calls for multiple ways of expressing competency in regard to a given standard.

Universal design also results in blending of different types of standards. It allows students who are working toward mastery of the basic or foundation skills to apply their existing knowledge across multiple environments or to engage in complex applications. This requires teachers to integrate standards from multiple grade levels in order to facilitate access to a variety of educational opportunities. Such experiences will enhance the participation of students who typically are exempted from large-scale assessments that require collaborative and/or higher level analysis.

Because most districts or States already have curricula in place, the effectiveness and accessibility of those frameworks should be evaluated. It is important to consider a number of questions when evaluating the effectiveness of existing curricula:

1. Is a wide range of parents and other community members involved in the review of the curriculum?
2. What is the approved curriculum? Does it include examples of adaptations that may be used with students with disabilities, including those with significant disabilities?
3. Are instructional methods and materials used that are responsive to the needs of a heterogeneous student population? What types of instructional priorities and goals have been established to support the progress of all students in meeting the standards?
4. Are standards broad or do they reflect only academic outcomes?
5. Are performance standards appropriate for students with disabilities? Can they be demonstrated in a variety of ways? (Jorgensen, 1997)

While these are important considerations for curriculum developers at district and State levels, most general and special educators are not involved in curriculum development on a regular basis. However, they are regularly involved in committees charged with the selection of curricula for implementation throughout a district or school. Three considerations can guide the selection of curricula:

- ***Does the curriculum provide multiple means of presentation of content?*** A universally designed curriculum will offer a variety of presentation modes, including text at multiple reading levels, auditory versions, and digital formats (allowing transformation from one presentation mode to another).
- ***Does the curriculum provide multiple and flexible means of student engagement or participation?*** Aligning instruction with student learning styles will facilitate understanding of the content. Aspects to consider include finding the right balance between supporting and challenging a student, basing instruction on familiar versus novel concepts, and expanding concepts to reflect a variety of developmental and cultural interests.
- ***Does the curriculum provide multiple means of student response?*** Students should be offered flexibility in their choice of response modes. Such flexibility should be based on their preferred communication mode and on technological supports needed (Orkwis & McLane, 1998).

A curriculum that addresses each of these three areas is considered to use the principles of universal design and will be accessible to virtually all students.

Strategies That Support Access to the Curriculum

Effective access to the general education curriculum requires more than common standards and universal design. It is also dependent on pedagogically skilled educators, instructional materials that are accessible to students, and effective instructional strategies.

Pedagogically Skilled Educators

All too often, students with disabilities receive their instruction in a given academic content area from special educators who have not been trained in that content area. If students are to have increased access, then all of their teachers must possess content expertise and pedagogically sound instructional skills. Preservice and professional development for general and special educators need to address content knowledge, universal design principles, and pedagogical skills to become proficient in a given content area. Support for this is being provided by the OSEP-funded project INTASC (Interstate New Teacher Assessment and Support Consortium), which is developing standards for general and special educators to promote cohesiveness in licensure and preparation, clarifying distinctions in teacher responsibilities, and developing common policies for licensing for general and special educators.

In addition, some OSEP-funded State Improvement Grants (SIGs) seek ways to provide general and special educators with the competencies needed to effectively address the educational needs of all students.

Instructional Materials

Typically, instructional materials are aligned with curricular standards and intended for use by students with corresponding reading and comprehension skills. If a student lacks the requisite literacy skills, the instructional materials will be inaccessible and so too the curriculum. Once again, universal design is a critical factor in accessibility. Similarly, instructional materials should be available in a variety of formats. For example, video presentations need to be supplemented by video description and captioning if they are to be accessible to students with hearing impairments or to English-language learners.

However, alternative presentation modes may not be sufficient for students with cognitive impairments. For these students, multiple presentation modes should be supplemented with alternative (i.e., less abstract) descriptions, special instructions, or organizational tips for approaching an activity or problem.

Instructional Strategies

While universally designed curricula and instructional materials and knowledgeable educators are critical to the successful access of a curriculum, students with disabilities also require access to instruction that is individually referenced, intense, frequent, and explicit.

Individually Referenced Instruction

Effective instruction is premised on instructional decision making that is individually referenced. The IDEA Amendments of 1997 are clear in the intent for IEP goals to be aligned with the general education curriculum. At the same time, the amendments continue the commitment to individually referenced planning and instruction. The thoughtful identification and implementation of individually focused instructional accommodations facilitate instruction that is both aligned with the general education curriculum and relevant to the individual student's needs.

Intense and Frequent Instruction

Students with disabilities require intense and frequent instruction of basic and higher level concepts. Although it may include one-on-one instruction, intense instruction refers to a broader set of features, including careful matching of instruction with student skill levels; frequent opportunities for student responses; instructional cues, prompts, and fading to facilitate correct responses; and detailed task-focused feedback.

Explicit Instruction

An increasing body of evidence supports the need for students with disabilities to be directly taught the processes and concepts that nondisabled children tend to learn naturally through experiences. Gersten (1998) has identified five principles of explicit instruction:

1. Providing students with an adequate range of examples to exemplify a concept or problem-solving strategy.

2. Providing models of proficient performance, including step-by-step strategies (as needed) or broad, generic questions and guidelines that focus attention and prompt deep processing.

3. Providing experiences where students explain how and why they make decisions.

4. Providing frequent feedback on quality of performance and support so that students persist in activities.

5. Providing adequate practice and activities that are interesting and engaging.

While a variety of approaches to explicit instruction exist, they all have a similar focus: directly teaching thinking and problem-solving strategies to students who have difficulty acquiring such skills in a seemingly natural manner. One of the most common strategies is the use of scaffolding, which entails the teacher's presentation of a series of frameworks (e.g., questions or outlines) that facilitate a student's study of the instructional content (Harris & Pressley, 1991, as cited in Gersten, 1998; MacArthur, Schwartz, Graham, Molloy, & Harris, as cited in Gersten, 1998). As students become familiar with the frameworks, they are encouraged to adapt the specific components to support their review of the material.

Another example of explicit instruction is anchored instruction (Bottge & Hasselbring, 1993; Hollingsworth & Woodward, 1993). In this practice, students are taught key vocabulary, measurements, procedures, or concepts prior to the introduction of a problem-solving activity. As a result, their ability to participate in the analysis is enhanced through the initial instruction, which serves as an anchor for the more complex activities. Additional strategies that strengthen this approach include decreases in writing demands (e.g., completing sentences rather than writing short essays) and memory demands (e.g., following written procedures rather than relying on memory) (Mastropieri, Scruggs, & Chung, 1997).

Students appear to benefit from instruction in its component parts (e.g., phonological awareness, word recognition, written expression) when instruction is hierarchical with an initial focus on basic skills as a prerequisite for higher order, problem-solving applications. However, care must be taken to ensure that students are not placed in a long-term status of "not yet ready" for higher order activities. Instead, their educational experiences need to include a blend of experiences so they are able to demonstrate knowledge in multiple ways (Orkwis & McLane, 1998).

Summary

Federal education policy is clear in its intent for all students to be active participants in the general education curriculum. The IDEA Amendments of 1997 call for a broader focus in educational planning. The reference point for IEP development is now the student's participation in the general education curriculum and the supports needed to accomplish this goal.

Although this is unchartered territory, students can benefit from an emerging body of research that emphasizes the importance of universal design of curricula and instructional materials and of strategies that support access to the general education curriculum. Special educators must possess content knowledge necessary for delivering instruction; students need access to instruction that is individually referenced, intense, frequent, and explicit.

Enhancing access to the general education curriculum requires a new approach to collaboration between general and special education. Joint participation and leadership in curriculum and standards development, professional development, resource allocation, and instruction are critical factors in helping students with disabilities access the general education curriculum and acquire skills that will better prepare them for life after school.

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DEVELOPING A HIGHLY TRAINED TEACHER WORKFORCE

Introduction

> America's future depends now, as never before, on our ability to teach. If every citizen is to be prepared for a democratic society whose major product is knowledge, every teacher must know how to teach students in ways that help them reach high levels of intellectual and social competence. Every school must be organized to support powerful teaching and learning. Every school district must be able to find and keep good teachers. And every community must be focused on preparing students to become competent citizens and workers in a pluralistic, technological society (National Commission on Teaching & America's Future, 1996, p. 3).

This urgent call for effective teachers reflects lessons learned from more than a decade of education reform efforts that have left the preparation of teachers virtually unchanged. Although the professionalization of teaching was added to the reform agenda in the late 1980s (Carnegie Forum on Education and the Economy, 1986), initial attempts to improve the quality of teaching focused on structural and organizational components, using approaches such as increased salaries, career ladders, and merit pay (Hawley, 1988). Those failed attempts at improving teaching and learning led to the inevitable conclusion that improvements in the quality of America's schools would require changes to existing systems for recruiting, preparing, and supporting America's teachers (e.g., Association of Teacher Educators, 1991; Goodlad, 1994; National Commission on Teaching & America's Future, 1996; Pugach, Barnes, & Beckum, 1991; U.S. Department of Education, 1997). That conclusion was bolstered by mounting research evidence that indicated the critical link between teaching practice and student achievement (e.g., Cohen, McLaughlin, & Talbert, 1993; Elmore, Peterson, & McCarthey, 1996; Ferguson & Ladd, 1996). As noted by Terry Dozier, former National Teacher of the Year and Special Advisor to the Secretary of Education: "The highest standards in the world, the best facilities, and the strongest accountability measures will do little good if we do not have talented, dedicated, and well-prepared teachers in every classroom. . . . Our Nation's goals in education will not be achieved without the development of an excellent teacher workforce" (Dozier, 1997, p. 1).

The importance of workforce quality was given heightened priority by the release of data indicating that, overall, about a quarter of newly hired teachers lack the qualifications required for their jobs, with 75 percent of urban districts hiring teachers who lack proper credentials (National Commission on Teaching &

America's Future, 1996). Some evidence suggests that inadequate teacher preparation is even more common among special educators than in the general teacher workforce. Boe, Cook, Bobbitt, and Terhanian (1998) report, for example, that in 1990-91, about 10 percent of special education teachers were not fully certified in their primary teaching assignment, compared to 6 percent of general education teachers who were not fully certified. More recent data reported by States to the U.S. Department of Education's Office of Special Education Programs (OSEP) shows that for the 1995-96 school year, about 8.7 percent of special education teachers were not fully certified (U.S. Department of Education, 1998c).

These research findings, as well as national efforts to raise awareness of the importance of a highly trained workforce, most notably those of the National Commission on Teaching & America's Future[1], have mobilized a variety of programs and strategies at the Federal, State, and local levels for investing in the teaching profession. For example, the Department of Education's Office of Educational Research and Improvement (OERI) funds two research and development initiatives focused on teaching and policy--the National Center for the Study of Teaching and Policy, housed at the University of Washington with the collaboration of other major universities, and the National Partnership for Excellence and Accountability in Teaching at the University of Maryland, a collaboration among several major universities and professional associations that work in partnership to engage in efforts aimed at improving the quality of teaching.

As the ability to address teacher quality will rely on a commitment to implement reforms at both State and local levels, the National Commission on Teaching & America's Future is working in partnership with governors, State education departments, legislators, and business leaders in 12 States to design and implement improvement strategies that respond to local needs. Further, the National Council for Accreditation of Teacher Education, which sets standards for teacher education; the Interstate New Teacher Assessment and Support Consortium (INTASC), which addresses beginning teacher licensure issues; and the National Board for Professional Teaching Standards (NBPTS), which provides advanced certification to qualified veteran teachers, have joined to develop a coherent set of standards to guide preservice education of teachers, entry into the field, and continued professional development (National Commission on Teaching & America's Future, 1997).

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[1] The National Commission on Teaching & America's Future is a bipartisan blue-ribbon panel of 26 public officials, business and community leaders, and educators. The commission was formed in 1994 to develop an agenda for improving the quality of America's teachers. It was funded originally through foundation grants, and it continues to be supported by a variety of foundations. More recently, OERI has supported some of the efforts of the commission.

In addition to these efforts, the Department of Education has made a strong commitment to support States and local school districts in efforts to improve the quality of the teacher workforce. This section of the report outlines the activities of the Department, with a particular focus on OSEP activities that are designed to address needs of personnel who work with students with disabilities.

Department of Education Professional Development Activities

"A talented and dedicated teacher in every classroom in America" is a major objective of the Department of Education (U.S. Department of Education, 1997). As set forth in the Department's *Strategic Plan for 1998-2002*, six core strategies are planned for meeting this objective:

- improving the quality and retention of new teachers;
- financial support and interagency coordination to implement professional development strategies that will increase the skills of current teachers;
- support of States' efforts to align licensing and certification requirements with content and performance standards;
- teacher recognition and accountability through efforts such as the NBPTS;
- research, development, evaluation, and dissemination of research-based strategies for improving teacher quality; and
- a biennial national report card on teacher quality.

A variety of existing Federal programs both directly and indirectly support these strategies, including the newly established Comprehensive School Reform Demonstration program, the Goals 2000: Educate America Act, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), the Adult Education Act, the Higher Education Act, the Perkins Vocational and Applied Technical Education Act, and the School to Work Opportunities Act. Some of these programs are intended to benefit special populations of students (e.g., students with disabilities, students who are limited-English proficient). The use of Federal funds specifically to support professional development activities that improve the quality of the workforce must be consistent with the overall purposes and requirements of each program. Goals 2000 funds, for example, can be used to support professional development activities that familiarize teachers with State standards and support teacher knowledge and skills that are aligned to student expectations within the context of statewide standards. About 60 percent of Goals

2000 funds are used to support teacher preservice and professional development activities (U.S. Department of Education, 1998a).

Two Federal programs, Title II of ESEA and Part D of IDEA, are designed specifically to support the professional development of educators. The Dwight D. Eisenhower Professional Development Program (Title II of ESEA), with a fiscal year (FY) 1998 appropriation of $335 million, is the largest source of Federal funding for such activities. This formula grant program provides funds to State education agencies (SEAs) and State agencies of higher education (SAHEs) to support high-quality, sustained, and intensive professional development activities in core academic subjects, particularly math and science. The funds tend to support teacher improvement efforts at the district and school levels based on a comprehensive review of their professional development needs. Funds also assist institutions of higher education (IHEs) and others to develop their capacity to offer high-quality professional development activities. Local education agencies (LEAs) apply to the State for subgrants, with about 95 percent of all LEAs participating in the program. Colleges and universities submit grant applications to the SAHE. Three suggested uses of the Eisenhower funds include: (1) professional development in the effective use of technology as a classroom tool, (2) the formation of professional development networks that allow educators to exchange information on advances in content and pedagogy, and (3) peer training and mentoring programs for teachers and administrators. The annual performance reports for the grants require grantees to report on how Eisenhower funds are used to help meet the needs of diverse groups of students, including students with disabilities. Activities supported under Part D of IDEA to address the professional development of educators who work with students with disabilities are described in the following section, which discusses more broadly OSEP's efforts to address the need for a highly trained workforce.

OSEP Professional Development Activities

It is a priority for OSEP to assemble a highly trained workforce to provide services to students with disabilities. A major objective for the use of discretionary funds available under the IDEA Amendments of 1997 is to "ensure an adequate supply of highly qualified personnel" (U.S. Department of Education, 1998b). The five performance indicators of this objective as delineated by OSEP include:

- ***Supply of qualified personnel.*** OSEP intends to obtain these data from State reports to track whether an increasing number of States are meeting their identified needs for qualified personnel.

- ***Research-validated effective practices.*** Beginning with FY 1999, OSEP plans to review funded award and institutional practices to ensure that an increasing percentage of training programs will incorporate research-validated practices into program curricula. Grant selection criteria that promote the use of research-validated effective program content and pedagogy and an identification of research-validated effective practices are two strategies that will support this indicator.

- ***Personnel employed with certification.*** State-reported data for 1996-97 reveal that across all funded positions for special education teachers and related services personnel, 8.6 percent were not fully certified. The range across categories was quite wide, with a low of 1.2 percent for SEA supervisors and administrators to a high of 15.7 percent for interpreters. Other categories with a higher than average proportion of noncertified personnel include teachers for 3- through 5-year-olds (10.7 percent), teacher aides (14.1 percent), and recreation and therapeutic recreation specialists (10.2 percent) (U.S. Department of Education, 1998a). In the future, OSEP also will use data from the National Center for Education Statistics (NCES) Schools and Staffing Survey to track its goal of an increasing percentage of special education teachers and related services personnel with appropriate certification.

- ***Special education training for regular education teachers.*** Although, as noted above, the Department of Education provides a variety of funding streams to support professional development of teachers based on State and local needs, these programs do not necessarily support activities that would increase the capacity of regular education teachers to address the needs of students with disabilities. New requirements resulting from the IDEA Amendments of 1997 will require general educators to become increasingly skilled at meeting the needs of students with disabilities. These requirements include, for example, that general educators be included in individualized education program (IEP) meetings, that students with disabilities be provided access to the general education curriculum, and that students with disabilities participate in State and local assessment programs. OSEP intends to use data from the NCES Schools and Staffing Survey to determine if an increasing percentage of general education teachers and community service providers are receiving preservice and inservice training in special education and developmentally appropriate practices. OSEP will also support preparation programs for regular education personnel to work with students with disabilities.

- ***Effective personnel.*** As one measure of personnel quality, OSEP plans to conduct surveys of teachers, parents, and students regarding personnel knowledge and skills as well as self-efficacy surveys of personnel. These survey data will be used to determine if an increasing percentage of special

> and regular education teachers and early intervention personnel have the knowledge and skills to improve educational results for children with disabilities.

Although these performance indicators are new to OSEP, the idea of supporting personnel preparation activities for educators who work with students with disabilities is not. Under Part D of IDEA, OSEP currently administers more than $83 million in grants to help address State-identified needs for qualified personnel to work with students with disabilities. During FY 1997, these funds supported over 600 preservice and inservice training programs for special education, related services, early intervention, and leadership personnel. Grants were awarded across 14 priorities to IHEs, SEAs, and other nonprofit agencies. The personnel preparation priorities address a wide variety of areas, not just teacher preparation. The 14 priority areas include the preparation of personnel for careers in special education; preparation of related services personnel; preparation of personnel to serve infants, toddlers, and preschoolers; grants for preservice personnel training; preparation of educational interpreters; leadership personnel; special projects--multiple topics; special projects--national initiatives; preparation of personnel to serve children with low-incidence disabilities; preparation of personnel for careers in special education--emotional disturbance; early childhood model inservice training projects; preparation of minority personnel; SEA programs; and model standards for beginning teachers.

Addressing the priority area of preservice personnel training, for example, 48 new and 50 continuation grants were awarded to support the preservice preparation of personnel in three areas: special education teachers, related services personnel, and early intervention and preschool personnel. Under this priority, grantees can develop new programs or improve existing programs that will increase the capacity and quality of preservice programs in one, two, or all three of these areas. Prior to FY 1996, these preservice priorities were funded under separate competitions. Recently funded projects include, for example, a Northern Illinois University training program for master's level students who will become elementary teachers for students with emotional disturbance, an interdisciplinary graduate program at Allegheny University of the Health Sciences to prepare already licensed physical therapists and occupational therapists to demonstrate competencies that promote the full inclusion of students with disabilities in educational settings, and a project at California State University, Northridge, to promote the early completion of a new credential program for early childhood special education teachers who reflect the increasing cultural and linguistic diversity of the population to prepare them to support students with disabilities in the general education classroom.

Under a special projects priority that addresses multiple topics, 18 new and 45 continuation grants were awarded during FY 1997 to support initiatives designed to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities. One of the projects funded under this priority is at the University of New Mexico at Albuquerque, where project staff are developing and evaluating a new personnel training model for regular educators, special educators, parents, and related services personnel in the process of individualizing educational programs for children with autism. The special project at the National Resource Center for Paraprofessionals in Education and Related Services at the City University of New York is developing, evaluating, and producing competency-based instructional materials to prepare paraeducators to work with children and youth with disabilities and other special needs that place them at risk for school failure. At the University of Illinois at Urbana-Champaign, a special projects grant is supporting the identification and organization or competencies needed by secondary-level teachers and rehabilitation personnel relevant to planning and delivering transition services for youth with disabilities. That project will also develop and evaluate a conceptual model of transition-related competencies and disseminate the model nationally.

During FY 1997, OSEP also funded two new special projects of national significance focused on improving the quality of the teacher workforce. At the University of Kansas in Lawrence, grant funds are being used to develop an academy linking teacher education to advances in research, particularly in the areas of improving reading instruction for students with learning disabilities, the use of technology to enhance educational results for students with disabilities, and the use of positive behavioral supports to teach children with disabilities who exhibit challenging behaviors. The goals of the project are to improve instruction by infusing research-based interventions into the teacher education curriculum and making these interventions available to practicing teachers. A second project funded under this priority is at the Council for Exceptional Children, where project staff are working with a national advisory board and other key stakeholders to address issues in the recruitment and preparation of personnel for teaching students who have low vision or are blind.

OSEP also awarded a 2-year personnel preparation grant to the Council of Chief State School Officers (CCSSO) to craft model State licensing standards for all beginning teachers (both general and special educators) to better reflect what teachers need to know and be able to do to teach students with disabilities. This project, coordinated by INTASC, will simultaneously develop and implement standards for general and special education teachers that promise to promote complementary preparation and licensure, clarify distinctions in responsibilities among general and special educators, and allow States to collectively agree upon a common policy for licensing general and special education teachers. Currently, 31 SEAs and independent professional standards boards are working with CCSSO on this project.

As described in the following historical overview of the personnel preparation program, these types of activities have been funded for 40 years with relatively minor changes. A subsequent section of this module discusses major changes to the OSEP-supported professional development enterprise resulting from the IDEA Amendments of 1997, and some of OSEP's plans for the future in response to those changes.

Historical Overview of OSEP Personnel Preparation

Federal grant funds for the preparation of personnel to meet the needs of students with disabilities have been available since 1958 when P.L. 85-926, the Education of Mentally Retarded Children Act, authorized $2,500 grants to IHEs for training leadership personnel in the program area of mental retardation (Kleinhammer-Tramill, Gallagher, & Earley, 1998). By 1970, funding had increased to $29.7 million to support a highly categorical professional development program. "Funds for personnel preparation were earmarked by category, and universities submitted categorical grants to receive funding. . . ." (Kleinhammer-Tramill et al., 1998, p. 3). Just prior to enactment of P.L. 94-142 (the Education for All Handicapped Children Act) in 1976, however, personnel preparation funds were awarded as Program Assistance Grants (PAGs) or "block grants" to special education departments, which allowed IHEs to develop noncategorical training programs with a great deal of flexibility.

With the implementation of P.L. 94-142, a mandate to increase available services to previously unserved and underserved populations resulted in a need to focus on the preparation of teachers to meet the needs of specific student populations, such as students with low-incidence disabilities, students residing in rural areas, or students with emotional disturbance. Consequently, by 1980, funding streams were again awarded categorically. These programs provided less flexibility than the PAGs and encouraged the use of stipend support for students, resulting in few attempts to address program improvement, administration, or infrastructure, all of which would enhance the quality of professional development activities (Kleinhammer-Tramill et al., 1998).

This approach to Federal personnel preparation funding was relatively consistent until 1995, when priorities for the grant program resulted in a three-component application that combined funds for related services, early childhood, and training personnel for careers in special education into a single competition. Grants were intended to support training of personnel for both low- and high-incidence disabilities. In making this change, OSEP intended to encourage interprofessional, multidisciplinary approaches to the education of students with disabilities. As detailed in the following section, the IDEA Amendments of 1997 made several major changes to OSEP's support of professional development activities.

Changes in Personnel Preparation Programs

With enactment of the IDEA Amendments of 1997 came both a renewed focus on and a shift in the approach to OSEP's support of professional development programs. In amending IDEA, Congress recognized that "an effective educational system now and in the future must promote comprehensive programs of professional development to ensure that the persons responsible for the education or transition of children with disabilities possess the skills and knowledge necessary to address the educational and related needs of those children." (§651(a)(6)(F))

The amendments combined the 14 discretionary projects previously supported under Part D of IDEA, including the personnel preparation grants to IHEs, into seven authorities under two subparts of Part D, National Activities to Improve Education of Children with Disabilities. Support for addressing professional development is now included under both Subpart 1, State Program Improvement Grants for Children with Disabilities, and Subpart 2, Coordinated Research, Personnel Preparation, Technical Assistance, Support and Dissemination of Part D. One of the major changes is that under Subpart 1, federally supported personnel training activities that historically have been the domain of IHEs now include SEAs. A competitive application process for the funds is based on a State Improvement Plan (SIP) for special education, which must be included in an application for a State Improvement Grant (SIG). Awards are based on State population, State need, and available resources (§655). The types of activities proposed by the State are also a funding consideration.

SIGs are intended to promote systemic reforms that will improve results for children with disabilities. They must be based on a four-pronged needs analysis that considers "those critical aspects of early intervention, general education, and special education programs (including professional development, based on an assessment of State and local needs) that must be improved to enable children with disabilities to meet the goals established by the State under section 612(a)(16)." (§653(b)(1)) The SIGs are to be implemented through a partnership that must include the SEA, LEAs, and other State agencies providing services to students with disabilities and include a variety of other stakeholders such as parents of children with disabilities, professional organizations, and IHEs.

A substantial proportion (50-75 percent) of the SIGs must be used to support preservice and inservice professional development activities based on identified needs of States as set forth in the SIP. The Comprehensive System of Personnel Development (CSPD) also required under IDEA must be implemented regardless of whether a SIG is awarded. As required previously, the CSPD is to be designed to ensure an adequate supply of qualified special education, regular education, related services, and early intervention personnel; the CSPD can meet the personnel development requirements of the SIG. In fact, "it may serve as the framework for the State's personnel development part of a SIG grant application" (U.S. Department of Education, 1998d).

Since the implementation of these grants with the IDEA Amendments of 1997, States have used SIG funds to:

- broker changes in IHE preservice and inservice offerings to ensure that special education instruction aligns with new State standards and educational reform efforts;
- broker changes in IHE preservice and inservice offerings to ensure that general and special education teachers learn to modify and accommodate instructional practices to meet the needs of all students;
- assist IHEs to expand their capacity to produce special education teachers and early intervention providers;
- implement career ladders whereby paraprofessionals pursue special education teacher certification;
- provide stipends, with payback clauses, on a preservice and inservice level to address personnel shortages in LEAs; and
- develop training systems based on distance learning principles to address personnel shortages.

As noted by Kleinhammer-Tramill et al. (1998), with these changes, there has been a significant shift in the distribution of funding and locus of control over professional development activities from IHEs to the States. Under the IDEA Amendments of 1997, Part D, Subpart 2, IHEs are still eligible to apply for personnel preparation grants similar to those that have been funded in prior years. Still, significant changes were made to this discretionary program. Personnel preparation grants to IHEs are currently authorized to meet the training needs of: (1) personnel to serve students with low-incidence disabilities, (2) leadership personnel, and (3) personnel to serve students with high-incidence disabilities. A fourth type of grant will address projects of national significance, such as the use of technology to enhance educational results for students with disabilities or the establishment of personnel preparation standards. LEAs and other entities are also eligible to apply for these grants, in addition to IHEs, which now will be expected, based on OSEP priorities, to become active partners with other entities in the delivery of professional development services. In another major change, the IDEA Amendments of 1997 require that students receiving stipend support from a Part D personnel preparation grant must agree to a 2-year service commitment for every year for which assistance was received or repay all or part of the assistance.

Future Directions and Prior Results

The changes to the long-standing personnel preparation program as a result of the IDEA Amendments of 1997 represent a new understanding of the importance of how personnel are prepared to work with students with disabilities and acknowledge the important roles played by entities other than IHEs to ensure an adequate supply of quality teachers. In recognition of this shift, OSEP is in the process of expanding its planning and evaluation functions as they relate to personnel preparation. OSEP is establishing a comprehensive planning process for discretionary activities which will use a broad-based group of stakeholders to develop program agendas, including an agenda for professional development (Danielson, 1997). OSEP is also in the process of preparing descriptive historical documentation of its support of professional development activities which can help it shape that agenda. Finally, OSEP will fund a study on unmet needs for high-quality personnel to serve students with disabilities. It will address: (1) shortages in the number and quality of personnel serving students with disabilities, (2) variations in patterns of numerical shortages and quality in the work force, and (3) factors that influence identified variations.

These planned activities also represent a change in OSEP's approach to professional development activities. Despite the fact that Federal special education training grants have been available since 1958 as discussed above, little information has been collected on the success of the training programs in meeting the overall goals of increasing the quantity and quality of the special education workforce. In prior years, State-reported data on the supply and demand of special education personnel represented one of the only sources of information on personnel employed and needed to educate students with disabilities. In addition, IHEs that received a Part D training grant were also required to report the number of students "trained" under the grant. Neither data source provided an indication of the adequacy with which individuals were prepared or their quality in meeting the needs of students with disabilities.

Only one recent study has evaluated the success of an OSEP-funded personnel preparation endeavor. That study evaluated the use of professional development partnership (PDP) projects awarded to five sites as a strategy for reform of existing personnel preparation systems (O'Reilly, 1998). Major findings indicated that the partnerships were very successful in building personnel capacity and that specific types of partnerships (i.e., collaborations) showed great promise of systems change and sustainability of project impacts. Three elements necessary for successful partnerships were identified, including broad stakeholder involvement, a respected leader, and shared mission among partnership participants. The partnerships required under the IDEA Amendments of 1997 for implementation of the SIPs are very similar to the partnerships established by the five PDP projects.

Conclusions

The Department of Education has focused considerable effort and resources on improving the quality of our Nation's teacher workforce. These efforts are supported and have been encouraged by Congress and by researchers, policy makers, professional organizations, foundations, parents, students, and community members in recognition that better results for students depend on a better prepared teacher workforce. During public meetings leading up to reauthorization of IDEA, personnel development was a consistent high-priority concern of special education stakeholders. OSEP has been involved in promoting professional development of personnel who work with students with disabilities for the past four decades. In the future, OSEP will continue to support such activities with a slightly different focus that will result in greater involvement of States and local communities in professional development endeavors. This shift has resulted in part from the research-based knowledge that has developed from the Federal government's substantial investment into research on teachers and teaching (National Center for the Study of Teaching and Policy, 1998) that indicates the critical role of classroom practice in improving student achievement and in part from recognition that IHEs were not always meeting State's personnel needs.

The ability of the Department of Education and OSEP to meet their objectives of a highly trained teacher workforce for our schools will be seriously challenged by a number of conditions. First, an anticipated need to hire more than 2 million teachers over the next decade due to increasing retirements of an aging workforce and a concomitant enrollment surge will require a focus on policies that increase both the quality and *quantity* of classroom recruits (National Commission on Teaching & America's Future, 1997). Other challenges include an increasing diversity of the student population that is not reflected in the teacher workforce, a robust economy that attracts talented individuals into higher paying employment sectors, an increased emphasis on the use of technology in the provision of educational services, and high-stakes accountability systems which are placing heavier demands on teachers.

With most students with disabilities spending the majority of their school day in a regular classroom (U.S. Department of Education, 1997), issues of ensuring a quality workforce to meet the needs of students with disabilities are compounded. Despite recent efforts to increase the quality of the teacher workforce, general educators receive little or no preparation in addressing the needs of students with disabilities. OSEP-supported professional development activities are the only federally funded activities that specifically acknowledge this need and encourage grantees to address it.

As reflected in the Department of Education's strategies for developing a highly trained workforce, addressing these challenges will require changes in all stages of personnel preparation, including recruitment, preservice and inservice training, and induction of new teachers into schools. These challenges and the radical shifts in the support of professional development activities resulting from the IDEA Amendments of 1997 suggest that it will be more important than ever to evaluate the effectiveness and impact of Federal efforts to address professional development needs over the next few years.

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II. STUDENT CHARACTERISTICS

Special Education in Correctional Facilities

Children Ages Birth Through Five Served Under IDEA

Students Ages 6 Through 21 Served Under IDEA

SPECIAL EDUCATION IN CORRECTIONAL FACILITIES

More than one in three youths who enter correctional facilities have previously received special education services, a considerably higher percentage of youths with disabilities than is found in public elementary and secondary schools (Leone, 1997). Under the Individuals with Disabilities Education Act (IDEA), youths with disabilities in correctional facilities are entitled to special education and related services. Providing appropriate services for these students, however, can be extremely challenging. Several issues have been identified as having an impact on the provision of appropriate special education services in correctional facilities, including transience of the student population, conflicting organizational goals for security and rehabilitation, shortages of adequately prepared personnel, and limited interagency coordination.

Glossary of Terms

Adjudicated: Judicial determination (judgment) that a youth is a delinquent-status offender or an adult offender.

Committed: A court decision to place an adjudicated child in a juvenile justice program or adult corrections system.

Delinquency: Acts or conduct in violation of criminal law. When the act is committed by a juvenile, it may fall within the jurisdiction of the juvenile court, or the courts may adjudicate the individual as an adult in the adult court system.

Detention: In State or local custody, whether through secure, nonsecure, or home detention while awaiting an arraignment, adjudication, or judicial order.

Detention Center: Comparable to a jail in the adult system, a temporary, secure holding facility for juvenile offenders.

This module synthesizes available information on youths with disabilities in correctional facilities and efforts to provide this population with a free appropriate public education (FAPE). The first section describes the number and characteristics of incarcerated youths with disabilities. The second section portrays special education services in correctional facilities. The third section discusses particular challenges associated with the provision of services in correctional facilities, and the fourth reports results for incarcerated youths with disabilities.

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Number and Characteristics of Students with Disabilities in Correctional Facilities

Researchers generally agree that students with disabilities are overrepresented in the juvenile justice system. However, estimates of the number and percentage of students with disabilities in correctional facilities vary considerably (Perryman, DiGangi, & Rutherford, 1989). Data from the U.S. Department of Education, Office of Special Education Programs (OSEP) indicate that, on December 1, 1996, 15,930 students with disabilities were served in correctional facilities.[1] Youths with emotional disturbance and learning disabilities made up the majority of those incarcerated--42 and 45 percent, respectively (see figure II-1). In a 1985 study, Rutherford, Nelson, and Wolford estimated that 9,293 youths in State adult and juvenile correctional facilities had disabilities (28 percent of the juvenile population). Of those, 80 percent were receiving special education and related services. OSEP is currently sponsoring a study that replicates the 1985 study.

Two of the reasons it is difficult to pinpoint the number and percentage of students with disabilities in correctional facilities are the wide range and varying jurisdictions of correctional facilities across the country. Incarcerated youths with disabilities may be housed in jails, detention facilities, group homes for young offenders, adult or juvenile prisons, camps, ranches, private programs, or treatment facilities.

In most instances, jails are administered by local governments. The majority of individuals confined in jails are awaiting arraignment or trial. Others are serving sentences or are awaiting transfer to other correctional facilities. Incarceration in jails is often very short; in most jails, the average incarceration is less than 72 hours (Wolford, 1987). Prisons, on the other hand, are operated at both the State and Federal levels and typically house inmates for longer periods of time (Snarr, 1987).

Juvenile halls, detention centers, and camps or ranches are specifically designed to serve juveniles. The education programs in juvenile halls and detention centers are typically modeled after secondary schools, including the provision of special education services to students with disabilities (Leone, 1987). Camps or ranches are usually smaller, and youths often split their time between school and work related to operating the facility. Smaller juvenile corrections programs, such as ranches, camps, private programs, or treatment facilities, frequently do not provide special education. OSEP monitors for these services and requires corrective action when States are not ensuring that these services are provided. Efforts are ongoing and have not yet resulted in complete compliance.

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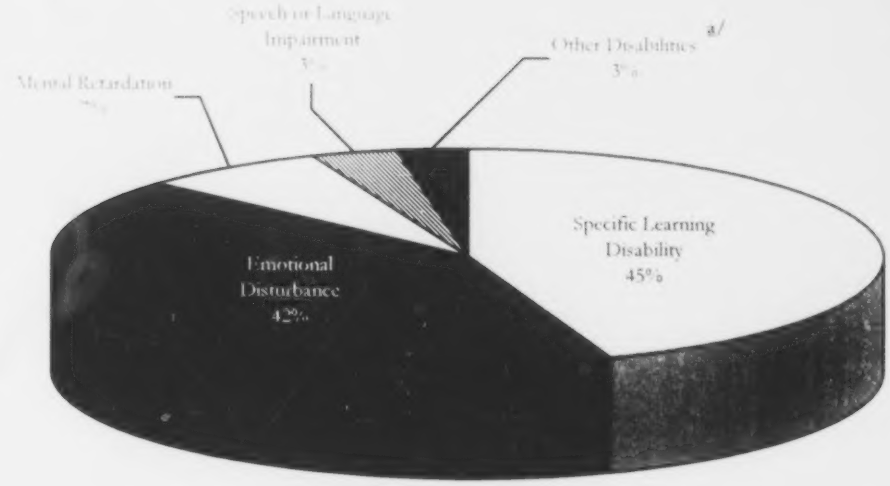
[1] OSEP has been collecting data on the number of students with disabilities in correctional facilities since 1987-88.

Figure II-1
Percentage of Students in Correctional Facilities by Disability: 1996-97



a/ Other disabilities include visual impairment, hearing impairment, other health impairment, orthopedic impairment, autism, traumatic brain injury, multiple disabilities, and deaf-blindness.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

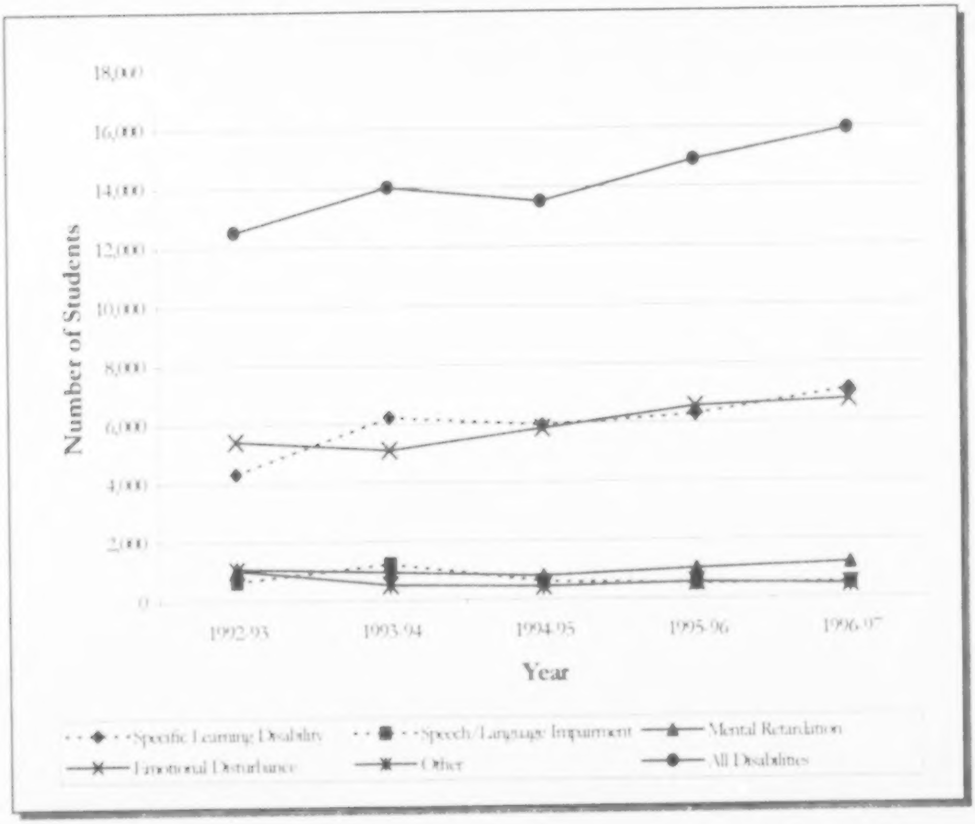
What accounts for the disproportionate representation of students with disabilities among incarcerated youths? There are various theories about the relationship between delinquency and disability, but none have been adequately tested by research. One theory holds that school failure is the common link between delinquency and disability. Learning and behavioral disabilities may lead to academic failure and dropout, which, in turn, lead to delinquent behavior (Hirschi, as cited in Fink, 1990b).

A second theory postulates that youths with disabilities exhibit certain cognitive, behavioral, and personality deficits that predispose them to delinquent behavior. These deficits--lack of impulse control, poor reception of social cues, and a diminished ability to learn from experience--may increase susceptibility to delinquent behavior (Murray, as cited in Fink, 1990b). In a study by Keilitz and Dunivant (1986), youths with learning disabilities reported committing more acts of delinquency, including stealing from a home, stealing from school, shoplifting, and damaging property, than did their peers without disabilities. Youths with learning disabilities were also more likely to commit violent acts, use marijuana and alcohol, and experience problems with school discipline (Bryan, Pearl, & Herzog, 1989).

A third theory regarding the disproportionate percentage of youths with disabilities in correctional facilities suggests that at all stages of the juvenile justice system, offenders with disabilities are treated differently from other offenders who engage in the same types of delinquent behaviors (Keilitz & Dunivant, as cited in Fink, 1990b). Consequently, delinquent youths with disabilities may be more likely than those without disabilities to be incarcerated (Keilitz & Dunivant, 1986). They may be more likely to be apprehended by the police because they lack the skills to plan strategies, avoid detection, interact appropriately, and comprehend questions and warnings during police encounters. Wagner and colleagues (1992) found that 19 percent of all youths with disabilities were arrested by the time they had been out of school for 2 years. This was much higher than overall juvenile arrests; 5 percent of all juveniles ages 10 to 17 were arrested in 1992 (Snyder & Sickmund, 1995). The overrepresentation of offenders with disabilities in the juvenile justice system may be explained by some combination of these theories (Leone, Rutherford, & Nelson, 1991b) or by some reason or reasons yet to be determined.

Doren, Bullis, and Benz (1996) explored factors predicting arrest for students with disabilities. They found that, holding other variables constant, males with disabilities were 2.4 times more likely than females with disabilities to be arrested during their school career. Students with emotional disturbance were 13.3 times more likely than other students with disabilities to be arrested while in school. Students with learning disabilities were 3.9 times more likely than other students to be arrested. Dropout status and personal/social achievement also contributed to the likelihood of arrest. Youths with disabilities who dropped out of school were 5.9 times more likely than other students to be arrested, and youths with disabilities who scored low on personal/social achievement skills were 2.3 times more likely to be arrested. Furthermore, youths with disabilities who had been arrested once were far more likely to be arrested again.

Figure II-2
Number of Students in Correctional Facilities by Disability Over Time: 1992-93 to 1996-97



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Over the past several years, the number of students with disabilities in correctional facilities has risen at over twice the rate of the overall special education population. From 1992-93 to 1996-97, the number of students ages 6 through 21 with disabilities increased 13 percent; the number in correctional facilities increased 28 percent. The increase in incarcerated youths can be seen most in juveniles with learning disabilities and emotional disturbance; these two disabilities also account for the largest percentage of juveniles with disabilities in correctional facilities (see figure II-2). The number of incarcerated youths with other disabilities has remained relatively stable over time. It is not clear whether this increase is due to an actual rise in the number of youths with these disabilities committing crimes or a result of correctional facilities' greater efforts to identify and serve a higher proportion of IDEA-eligible youths.

Providing FAPE for Students with Disabilities in Correctional Facilities

IDEA ensures that students with disabilities will receive FAPE, and these assurances clearly extend to students in correctional facilities. In the landmark case *Green v. Johnson* (1981), the U.S. District Court of Massachusetts ruled that students with disabilities do not forfeit their rights to an appropriate education because of incarceration (Grande & Oseroff, 1991). However, the provisions of IDEA were developed with school settings in mind. This can make the implementation of IDEA in correctional facilities particularly challenging. Furthermore, the IDEA Amendments of 1997 limited the State's obligation somewhat in providing special education in correctional facilities. The IDEA Amendments of 1997 revised the eligibility provisions so that States may choose not to provide special education services to youths with disabilities, ages 18 through 21, who, in the educational placement prior to their incarceration in an adult correctional facility: (a) were not actually identified as being a child with a disability under IDEA or (b) did not have an individualized education program (IEP) under IDEA. The new act provides that youths with disabilities who are convicted as adults and in adult prisons need not participate in general educational assessment programs conducted by the State and that the transition planning and services provisions of IDEA do not apply to these individuals if their eligibility under IDEA will end because of their age before they will be released from prison. The educational program and placement of youths with disabilities who are convicted as adults and in adult prisons can be modified by their IEP teams to accommodate bona fide security or compelling penological interests. A State also may provide that when individuals with a disability reach the age of majority under State law, all rights accorded to their parents transfer to those individuals who are incarcerated in an adult or juvenile Federal, State, or local correctional institution.

The availability of special education services varies considerably by type of correctional facility and also from State to State. Thirty-six States responding to a national survey reported providing special education services in an average of 92 percent of their State's juvenile correctional facilities (Kirshstein & Best, 1996). Educational programs in adult jails and prisons are generally less extensive than those in juvenile facilities; special education services are only occasionally provided, and with varying levels of intensity (Leone, 1987; Rutherford et al., 1985; Wolford, 1987). In 1990-91, 33 of 42 States reported providing special education services in some adult correctional facilities. On average, 33 percent of institutions in those States provided special education services (Kirshstein & Best, 1996). An interesting footnote to these figures is a 1998 ruling by the U.S. Supreme Court. In *Pennsylvania Department of Corrections v. Yeskey*, the court ruled in favor of an inmate with high blood pressure who was denied access to a boot camp program, which would have reduced the length of his incarceration. The court ruled that inmates are covered under the Americans with Disabilities Act of 1990 and, as such, regardless of their age, they may be entitled to accommodations in education programs offered in correctional facilities. The impact of this decision, if any, on the provision of special education services in correctional facilities remains to be seen.

States also differ in the structure of their corrections education programs. In some States, corrections schools are decentralized, and a warden or institutional superintendent directs each school. In these cases, noneducators are responsible for making educational decisions. In other States, a corrections education supervisor within a bureau oversees education across institutions. The State education agency (SEA) may also extend rights and responsibilities of a local education agency to the corrections education organization. In 1990, 21 youth and adult corrections education programs were characterized as decentralized, 48 were overseen by State bureaus, and 18 were housed in school districts (Gehring, 1990).

Below, literature on efforts to provide FAPE for youths with disabilities in correctional facilities is summarized. Issues associated with identification and assessment, IEP development, provision of services, and personnel are addressed.

Identifying and Assessing Children with Disabilities

IDEA requires that States identify, locate, and evaluate all children with disabilities residing in the State who need special education and related services. Education agencies are responsible for conducting a full, individual evaluation to determine whether a child is eligible for services under IDEA and to determine the educational needs of the child. This requirement generally applies to youths in correctional facilities as well as those in more typical educational settings.

Youths with disabilities in correctional facilities may have received special education services in their previous school, or they may have a disability that was not previously identified. Without access to school records, it can be difficult for corrections personnel to identify youths previously served in special education because the exchange of information between public schools and correctional facilities can be problematic (Lewis, Schwartz, & Ianacone, 1988). In one study, school officials reported learning about a youth's incarceration through informal means of communication. Staff in correctional facilities reported that some school districts refused to release student records without parental permission, delaying the identification of students with disabilities and the provision of appropriate services (Leone, 1994). In fact, Moran (1991) found it was not uncommon for youths to have exited the correctional system by the time their school records arrived.

Identification and assessment may also be difficult if corrections educators do not have adequate support for identifying youths with disabilities (e.g., school psychologists, social workers, special education administrators). In a case study of one State's juvenile justice facilities, Leone (1994) found that juvenile correctional facilities only provided special education services to youths who had been previously identified as eligible for special education. The juvenile justice department made no independent efforts to evaluate youths' eligibility for special education. Furthermore, at the time of the interviews, staff revealed that there was a backlog of over 4 months in the processing of files for students previously identified as having disabilities. For example, one student who had received special education services in public school waited 9 months after his incarceration before a multidisciplinary team met and placed him in an appropriate program. During the study, the State department of juvenile justice took steps to address these delays (Leone, 1994).

More than a dozen class action suits brought against correctional facilities since 1990 have addressed the issue of identification and assessment (e.g., *John A. v. Castle* (1990), *D.B. v. Casey* (1991), *W.C. v. DeBruyn* (1990), *Horton v. Williams* (1994)). In *Andre H. v. Sobol* (1984), the plaintiffs claimed that the detention holding facility did not conduct any screening or child find activities, did not convene any multidisciplinary team meetings, and did not make any attempts to get records from youths' previous schools. The case was settled out of court 7 years after initiation (Leone & Meisel, 1997). In *Smith v. Wheaton* (1987), a school was accused of failing to meet timelines for evaluating youths for special education eligibility or developing IEPs. The plaintiffs also asserted that major components of IDEA were not being followed, such as providing related services (e.g., counseling, occupational therapy) and creating transition plans. After an 11-year legal battle, the courts ruled that juvenile detention facilities must provide a broad array of educational and rehabilitative services (Becker, 1999). Furthermore, school districts must promptly release school records to the facility when a child is incarcerated, as well as ensure appropriate special education placements upon the child's release (Connecticut Legal Services, 1999). These cases demonstrate the nature of the difficulties in identifying and assessing the special education needs of students with disabilities in correctional facilities.

When the school district is the entity responsible for serving incarcerated youths, some of the identification problems can be avoided. For example, in the Fairfax County, Virginia Juvenile Detention Center, a youth's most recent school--referred to as the base school--is contacted immediately upon the youth's arrival, and the process for obtaining records is initiated. Because the school program in the Detention Center is officially part of the county school system, the school system messenger service delivers records from the base school to the detention center. This speeds the identification of students previously served in special education. In many cases, records arrive the same day. If a youth is suspected of having a previously unidentified disability, the base school is contacted to schedule an assessment by county school system personnel. Staff at the juvenile detention center stress the importance of maintaining good personal relations with staff in community schools to facilitate the identification and assessment process (Markowitz, 1998).

IEP Development

Once youths are found eligible for special education services under IDEA, they are entitled to an IEP. This written plan must include statements of (1) the child's present levels of performance; (2) annual goals, including short-term objectives; (3) special education and related services; and (4) program modifications or supports. For youths ages 14 and older in juvenile facilities, the IEP must also include a plan for the transition from secondary school to postsecondary roles. The IEP team--including teachers, parents, and, when appropriate, the youth--is required to meet annually to update the student's present levels of performance, goals and objectives, services, and supports.

Providing Special Education and Related Services

The curriculum used in juvenile facilities often parallels that used in local school districts; curriculums in adult facilities are usually modeled on adult education programs, with the GED or high school equivalency as the credential earned. Regardless, the curriculum and service delivery system may not meet student needs. Researchers suggest that the components of an effective corrections special education program include: (1) a functional assessment that uses ongoing measurement to identify discrepancies between a predetermined curriculum or program standard and the youth's level of educational achievement, social/vocational adjustment, and ability to function independently; (2) a functional curriculum that meets a student's individual needs, including social, daily living, and vocational skills; (3) functional instruction that uses positive and direct instructional strategies; (4) vocational training opportunities; (5) transition services; (6) a full range of educational and related services; and (7) professional development for educators and staff (Bullock & McArthur, 1994; Forbes, 1991; Leone, Rutherford, & Nelson, 1991a; Leone, Rutherford, & Nelson, 1991b; Rutherford, Nelson, & Wolford, 1985).

Further, research suggests that effective and ineffective rehabilitation programs differ in a variety of ways. Effective programs are distinctive in the types of intervention they provide, their duration and intensity, the characteristics of staff, the relationship between the staff and offenders, and the extent to which the programs address the social and economic factors affecting offenders (Gendreau & Ross, as cited in Ross & Fabiano, 1985; MacKenzie, 1997). By identifying changeable behavior characteristics, the conceptualization of delinquent behavior is also a critical factor driving the development and implementation of rehabilitation programs. In addition to addressing the offender's environment, feelings, behavior, and vocational skills, effective programs also use a cognitive behavioral and social learning approach. They include techniques to improve reasoning skills, empathy, and awareness of behavioral consequences (MacKenzie, 1997; Ross & Fabiano, 1985).

Research suggests that these ideals are rarely met. In his case study of one State's juvenile corrections system, Leone (1994) reported that few IEP meetings were held. Staff reportedly prepared IEPs based on school records and circulated the IEP to several staff members who reviewed and signed it. Involving parents in IEP meetings was particularly difficult. Parents were frequently sent notices of IEP meetings, but they rarely attended, and this was also true of surrogate parents appointed by the State. Similar issues were noted in a number of suits against juvenile and adult correctional programs (e.g., *Melvin v. Schilling* (1991), *T.Y. v. Shawnee County* (1994), *E.R. v. McDonnell* (1994)). Parents of youths in correctional facilities are reported to miss many hours of work handling court-related matters and may not have the flexibility to attend IEP meetings (Markowitz, 1998).

Furthermore, Leone found that students with disabilities in correctional facilities received considerably less intensive special education programming than they had in public schools (7 to 7 1/2 class periods per week compared to 19 1/2 to 22 1/2 periods per week): It appeared from the review of records that students received one or two periods of special education service per day, regardless of their level of need. Few students received speech therapy, and none received counseling or psychological services despite the fact that a number of these youths received such services prior to incarceration. Leone also found that none of the IEP goals or objectives addressed the transition of students from correctional facilities to their home communities or other institutions (Leone, 1994).

Moran (1991) described some of the difficulties associated with providing special education services within correctional facilities. The time available for providing special education services often conflicted with higher priority activities, such as meeting with attorneys, meeting with probation counselors, appearing in court, or attending other scheduled classes. Depending on the availability of staff and scheduling in residential units, special education teachers would sometimes have to escort youths from the residential unit to the school facility. Limitations on the number of youths who could be escorted without assistance reduced the number served at any one time. In addition, dormitory confinement was used as a common disciplinary tool, and, during confinement, youths, in many cases, did not attend school or receive special education services. Services are provided to students in confinement in some systems.

Much attention has been given to the interpretation of the IDEA Amendments of 1997 requirement that students with disabilities be served in the least restrictive environment. The law holds that

> to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only when the nature or severity of the disability of a child is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. (§612(a)(5)(A))

Interpreting the application of this mandate within the confines of a correctional facility is particularly difficult. Some researchers have labeled correctional facilities *the most restrictive environment* (Rutherford et al., 1985). Nonetheless, youths with disabilities in correctional facilities may receive educational services with nondisabled, incarcerated peers.

IDEA does provide some flexibility for placing adjudicated youths with disabilities in the least restrictive environment. The Act states that if a child with a disability is convicted as an adult under State law and incarcerated in an adult prison, the IEP team may modify the child's IEP or placement if the State demonstrates a *bona fide* security concern or compelling penalogical interest that cannot otherwise be accommodated (§614(d)(6)). However, this has the potential to magnify existing tensions between security and education, especially if there are funding cuts. With budget constraints, a correctional facility could seek to reduce special education and/or regular education services in order to ensure proper security.

The IDEA Amendments of 1997 specify that requirements for transition planning and transition services do not apply to children convicted as adults and incarcerated in adult prisons whose IDEA eligibility will end, because of their age, before they are released from prison. However, for youths 14 and older in *juvenile* facilities, IEPs must include a statement of transition needs and, if appropriate, services. Transition services may be the most neglected aspect of corrections special education programs as cooperation among public schools, community agencies, and correctional facilities is rare (Leone et al., 1991b). Virtually every facility in Florida reported deficiencies and fragmentation in the transition of incarcerated youths with disabilities back to their communities (Florida Department of Education, 1995).

Few States have education laws or regulations for corrections education, few corrections education programs are accredited, and there are no mandatory standards for corrections education programs in adult institutions except those requirements of IDEA applicable to students with disabilities. The lack of standards makes it difficult to provide quality special education services because the necessary general education infrastructure and supports on which special education rests are often inadequate. They may not meet such basic State requirements as professional development, space, or ventilation (Leone & Meisel, 1997).

Monitoring the quality of corrections education programs or corrections special education programs is also difficult without accepted standards of practice (Leone & Meisel, 1997). While State education agencies are responsible for monitoring the implementation of IDEA in correctional facilities, such monitoring has been limited (Leone, 1994; Wolford, 1987). In response, the courts have become a mechanism of last resort for securing services for youths in correctional facilities under IDEA.

Ensuring an Adequate Supply of Personnel

Providing appropriate special education services requires an adequate supply of qualified personnel. Under IDEA, each State must have in effect a comprehensive system of personnel development (CSPD) that is designed to ensure an adequate supply of qualified special education, general education, and related services personnel. The SEA must establish and maintain standards to ensure that personnel are appropriately and adequately prepared, and personnel standards must be consistent with State-approved or State-recognized professional requirements. This section summarizes literature on the need for administrators and general and special education service providers to work with incarcerated students with disabilities.

Providing special education services for youths in juvenile and adult correctional facilities is relatively new, and many corrections administrators may not have the necessary experience or expertise (Schrag, 1995). In a survey of nine States, a number of administrative factors were found to be crucial for providing appropriate special education services in correctional facilities. These included: (1) removing barriers that restrict the access of students with disabilities to general education programs, classrooms, and activities; (2) ensuring that all facilities and/or programs are in full compliance with Federal and State laws, including procedural safeguards; (3) ensuring that corrections education programs have written philosophies and clear goals developed in coordination with all staff and communicated to students, legislative and community agencies, public schools, and the community at large; (4) ensuring that administrators have adequate education credentials and the authority to make budgetary, personnel, and programmatic decisions; (5) using teacher recruitment practices that attract highly qualified staff; and (6) providing school staff with access to ongoing professional development in the areas of legal developments, research, and evaluation (Schrag, 1995).

In light of the range of disabilities that young offenders exhibit, direct services personnel in correctional facilities must be specifically prepared to address a diverse array of educational needs. The fact that these students are incarcerated calls for special educators to supplement their skills with a better understanding of the subculture of offenders (Nelson, Rutherford, & Wolford, 1987) and learn skills to teach adaptive behavior (Western Regional Resource Center, 1993), conflict resolution, and goal setting (Florida Department of Education, 1995).

Leone (1987) delineated competencies for corrections special educators. These competencies include the ability to: (1) apply knowledge of legislation and regulations governing the education of incarcerated students with disabilities, (2) identify and assess students suspected of having disabilities, (3) develop instructional goals and objectives for individual students, (4) use a variety of instructional strategies for presenting material, (5) monitor student progress and adjust instruction accordingly, (6) teach students to monitor their own academic progress and assume greater responsibility for their learning, (7) design and adapt instructional materials to meet student needs, and (8) effectively use behavioral strategies to promote prosocial behavior (Leone, 1987). Bullock and McArthur (1994) listed similar skills but added vocational education and team skills as necessary components in a correctional educator's repertoire. Finally, Leone (1987) identified political skills as critical for successful corrections special education personnel in that teachers must understand the relationships among agencies and work within the system to improve the quality of educational services they provide.

Obtaining accurate information about the number of special education teachers working within juvenile correctional settings, as well as the projected need for these specially trained teachers, is challenging. Surveys suggest that the number of certified special education teachers in juvenile corrections is not adequate for the number of students identified (Leone et al., 1991b; Rutherford et al., 1985). Hiring new personnel who are qualified to provide special education and related services in correctional facilities can be extremely difficult (Fink, 1990a), and the lack of definitive personnel data has inhibited the emergence of specialized programs on corrections special education in institutions of higher education.

Litigation against juvenile and adult correctional facilities has been one mechanism for addressing shortcomings in the availability of adequately qualified special education personnel. Personnel issues have been addressed in at least 10 such cases since 1990. An example is *T.I. v. Delia* (1990), in which plaintiffs alleged that Kings County Detention Center in Washington was overcrowded, understaffed, unsafe, and failed to provide adequate education, treatment, and recreation. As part of the consent decree, the Seattle School District agreed to employ two full-time certified special education teachers in addition to six full-time general education teachers at the facility, encourage general educators to obtain special education certification, and fill new teacher vacancies with certified special educators. The district agreed that the facility's two special education teachers would teach only those youths eligible for special education services unless the population of students with disabilities diminished.

Some promising strategies have been developed to address the professional development needs of teachers in correctional facilities. For example, computer-based expert systems are one approach to addressing the information and training needs of general educators who work with incarcerated students with disabilities. Expert systems are programmed to arrive at decisions using information provided by the user and the expert. For example, one system--SNAP (Smart Needs Assessment Program)--was specifically designed for general education teachers who had special education students in their classes. To use SNAP, teachers identify problem situations in their classrooms and query the expert system for recommended behavioral strategies or teaching/learning strategies. An evaluation of SNAP showed positive results in an adult corrections education program, and teachers responded favorably to the system (Fink, 1990a).

Challenges To Providing FAPE in Correctional Facilities

Meeting the requirements of IDEA in correctional facilities is a daunting task. Coffey and Gemignani (1994) suggest that there is a poor fit between Federal rules and regulations and the reality of correctional facilities. There are many unique and significant challenges associated with the provision of services in these settings, which are often not conducive to learning (Florida Department of Education, 1995). Some of those challenges are discussed below.

Custody and supervision are often seen as the primary functions of correctional facilities. Conflict between the goals of rehabilitation and punishment can have far-reaching consequences. Judges, for example, rarely make sentencing or placement decisions that account for the offender's need for special education services (Rutherford et al., 1985). Youths identified in school as having a disability receive special education and related services based on their educational needs. In the juvenile justice system, youths are likely to be served according to the severity of their crime and the length of their sentence. Institutional security and housing or work assignment take priority over educational needs (Nelson, 1996; Wolford, 1987). Disciplinary procedures within correctional facilities may not take into account the needs and characteristics of youths with disabilities, and corrections industries may not provide adequate vocational training (Leone, 1994).

Compared to youths without disabilities, youths with disabilities in correctional facilities receive a disproportionate number of disciplinary actions (Buser, as cited in

Leone, 1994; Walter, as cited in Leone, 1994). On average, youths with disabilities received a major disciplinary action once every 25.8 days compared to once every 35.3 days for students without disabilities (Leone, 1994). The types of disciplinary action used in correctional facilities may also limit access to educational services. Segregation or confinement is a common form of discipline; it typically includes temporary removal from educational services. Youths with disabilities spent more time in disciplinary confinement than youth without disabilities (Buser, as cited in Leone, 1994; Buser, Leone, & Bannon, 1987; Leone, 1994). This can be particularly problematic for youths with potential mental health problems, who spent 20.4 percent of their time in disciplinary confinement as compared to 12.3 percent for the youths in special education and 5.6 percent for those not in special education (Leone, 1994).

Correctional facilities often stress employment in corrections industry rather than vocational education, providing further evidence of the relatively low priority afforded to education. Very few correctional facilities have formal vocational education programs that provide offenders with marketable skills and assistance in employment planning (Rutherford et al., 1985). Furthermore, the existing vocational education programs often exclude youths with disabilities because they do not have a high school diploma, adequate reading skills, or other prerequisite skills (Rutherford et al., 1985).

The provision of appropriate special education services in correctional facilities is also confounded by the high rate of mobility among incarcerated youths. A young person may be incarcerated for a short period of time or may be transferred frequently. For example, in the Fairfax County, Virginia Detention Center, youths typically stay 2 to 3 weeks (Markowitz, 1998). This is consistent with the national average length of confinement of 15 days in juvenile detention centers (Abt, 1994). Identification of disabilities may be difficult if youths do not stay in any one correctional facility for very long. The special education assessment and eligibility determination process can be lengthy, and it may not be complete when youths are transferred. The mobility and varying length of time spent in facilities may interfere with educational programming and the continuity of special education services provided (Schrag, 1995). As youths move from one facility to another or from community schools to correctional facilities, they likely face changes in curriculum, instructional techniques, and educational expectations. These may all interfere with the teaching and learning process.

This high rate of mobility also contributes to difficulties with interagency coordination. Youthful offenders are served by numerous public agencies as they work their way through the juvenile justice or adult corrections systems. These agencies may include the courts, social service agencies, detention centers, group homes, rehabilitation programs, school programs, and correctional institutions.

When schools are not informed that youths are incarcerated, information about special education needs cannot be transferred. Even when schools are informed of incarceration, IEPs and other pertinent information may not be transferred because of poor or inadequate coordination with the school system (Schrag, 1995). This presents a problem for the correctional facility because resources needed for assessment of such youths typically are not readily available in the facility. A lack of guidelines or written procedures for the exchange of information (e.g., notification of incarceration and exchange of records) interferes with the transition of students into and out of correctional facilities.

Transition of youths from the correctional facility back into school and/or the community is extremely difficult (Leone, 1994). A successful transition to the community requires the coordinated efforts of institutional staff, families, probation and aftercare professionals, and educators (Leone et al., 1991a). The availability of integrated support services (e.g., counseling, career planning, and social work services) to improve this transition is limited. Corrections education programs that serve a large region or a whole State are further challenged by interagency coordination because this necessitates working with personnel and procedures from multiple schools and agencies (Markowitz, 1998).

Results for Students with Disabilities in Correctional Facilities

An important part of the discussion regarding students with disabilities in correctional facilities is their academic achievement and transition back into the community. Unfortunately, minimal data are available on results for this population, such as high school completion, postsecondary enrollment, employment, or recidivism. This section summarizes the information that is available.

Data from a variety of sources suggest that students with disabilities in correctional facilities are less likely than other youths with disabilities to complete high school or to make a successful transition from a corrections education program to a community-based school. In Pennsylvania, of the 959 youths with disabilities through age 21 in juvenile and State correctional facilities, 3.1 percent had a high school diploma or GED compared to 21.7 percent of incarcerated youths without disabilities (N. Heyman, personal communication, April 7, 1998). Of students with disabilities exiting correctional special education programs in Maryland, 6.4 percent graduated from high school compared to 64.0 percent of all students with disabilities in the State. A far greater percentage of Maryland's youths with disabilities in correctional facilities reached the maximum age for special education services without completing high school, 83.0 percent (E. Featherstone, personal communication, March 17, 1998). Incarcerated students with disabilities may also have difficulty with the transition to a community-based high school once they are released. In a Florida study, 25 to 45 percent of incarcerated students with disabilities did not return to a comprehensive public high school after their release (Florida Department of Education, 1995).

Some efforts to improve transition services have shown promise, however. An intermediate school district in Wisconsin developed the Youth Reentry Specialist (YRS) program. This program employed a trained reentry specialist to foster the transition of youths with disabilities from correctional facilities to public schools, vocational rehabilitation, vocational education, job training programs, or work programs. An evaluation found that, of white youths without YRS services who left the correctional facility school with five high school credits, only 13 percent made a successful transition into a special education program and were in a vocational program 3 months after release. Of white youths with YRS services, 40 percent made a successful transition into special and vocational education. Black males were somewhat more likely than whites to have a successful transition--25 percent without YRS services, and 60 percent with YRS services (Karcz, 1996).

In a similar effort, the Networking and Evaluation Team (NET) was designed to help local schools and the Washington State Division of Juvenile Rehabilitation coordinate and plan for youths' educational needs as they moved to and from corrections education programs. This was done by building awareness of other agencies' activities, enhancing the transfer of educational records, conducting preplacement planning before youths left correctional facilities, and maintaining communication between community and corrections educators. Available data suggest that the NET model was associated with improved student retention (Webb & Maddox, 1986).

Conclusions

Efforts have been made to improve corrections education by implementing a national policy for corrections education and developing standards for administration. However, no formalized process has been established for measuring compliance with these standards or for using measures as the basis for certification or accreditation of corrections schools or school systems (Coffey & Gemignani, 1994). Furthermore, no specific standards have been developed for guiding development of corrections special education programs.

State, regional, or national efforts are required to provide standards of best practice and resources for technical assistance. Given the relatively small number of special educators within correctional facilities and the broad scope of their responsibilities, these individuals cannot be expected to design, implement, and evaluate their own special education programs. Rather, this is an area in which State education agency personnel or regional staff might provide assistance and leadership. Technical assistance to correctional facilities could be provided to design educational programs that comply with curriculum standards and graduation requirements, as well as meet the unique needs of the students with disabilities (Florida Department of Education, 1995). Furthermore, coordination among State agencies that work with incarcerated youths could be enhanced through new channels of communication and timely exchange of records.

State and local agencies may also facilitate transition of incarcerated youths back into the community. A comprehensive transition program requires referral, program placement, and followup. Each phase is important in enhancing the odds of a successful transition. Selected studies have shown the benefits of transition services for youths with disabilities moving from correctional facilities to community-based school or work sites.

The professional development needs of the academic staff in correctional facilities are well-documented, most specifically in the area of special education (Coffey & Gemignani, 1994, Rutherford et al., 1985). Teachers need specialized training to work with offender populations. Because relatively few prospective teachers enter corrections education, institutions of higher education cannot justify preservice programs geared toward this particular subspecialty. Consequently, inservice training is essential. A State or regional comprehensive personnel development program that is aligned with State standards is required for enhancing the skills of correctional special educators.

Finally, to better assess the adequacy of corrections special education programs, State and local agencies should consider conducting results-based evaluations of their programs. These evaluations might include data on an array of results for youths with disabilities, including successful transition to community-based education programs, high school completion, mastery of State content standards, postsecondary employment, social adjustment, enrollment in postsecondary education programs, and recidivism. The evaluations could be linked with State standards so evaluation results can be used to inform professional development activities., guide reforms in curriculum and instruction, and generally improve corrections special education programs.

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CHILDREN AGES BIRTH THROUGH FIVE SERVED UNDER IDEA

The Early Intervention Program for Infants and Toddlers with Disabilities, authorized under Part C of the Individuals with Disabilities Education Act (IDEA), and the Preschool Grants Program, authorized under Section 619 of Part B of IDEA, are designed to establish a coordinated service delivery system for children with disabilities from birth through age 5. The Part C Early Intervention Program for Infants and Toddlers with Disabilities assists States in developing and implementing a statewide, comprehensive, coordinated, multidisciplinary, interagency system that makes available early intervention services for all children with disabilities from birth through age 2. The Preschool Grants Program provides assistance to States to help make special education and related services available to all children with disabilities ages 3 through 5.

These programs, which target the development and education of very young children with disabilities, are based on the premise that earlier intervention in the lives of children and their families provides greater opportunities for improving developmental outcomes. Clearly, improved developmental outcomes must be closely tied to assessment and the extent to which the intervention and special education services reach the targeted populations and are delivered in the most appropriate and effective ways for those age groups. The Office of Special Education Programs (OSEP) uses a variety of strategies and sources of information for assessing the progress that States have made in fully implementing an appropriate and comprehensive system of services for children ages birth through 5 and their families. One such source of information is the data that States submit annually to OSEP, which describe the number of children being served and the settings in which services are provided. In response to the Government Performance and Results Act of 1993 (GPRA), OSEP has developed performance objectives and indicators that assess progress in implementing a comprehensive system of early intervention services for infants, toddlers, and providing special education and related services to preschoolers with disabilities. One of the key objectives listed in the annual Strategic Plan dated October 7, 1998, is that "all eligible children are identified." Several indicators that are based on annual child count data submitted by States are described in the Part C performance objectives and indicators. Similarly, the Part B performance objectives and indicators address preschool issues. One primary objective is that "all children with disabilities will receive appropriate services that address their individual needs." The Part B indicators also include the proviso that children with disabilities, including preschoolers, are to be served in the least restrictive environment possible, preferably with their typically developing peers.

This module summarizes State-reported data and provides information about States' progress in implementing comprehensive early intervention services for infants and toddlers and providing special education and related services for children ages 3 through 5 with disabilities. Specifically, the module reports trends in the number of children served under both Part C and the Preschool Grants Program and trends in the settings in which these children receive services.

The Number of Children Served Under IDEA, Part C

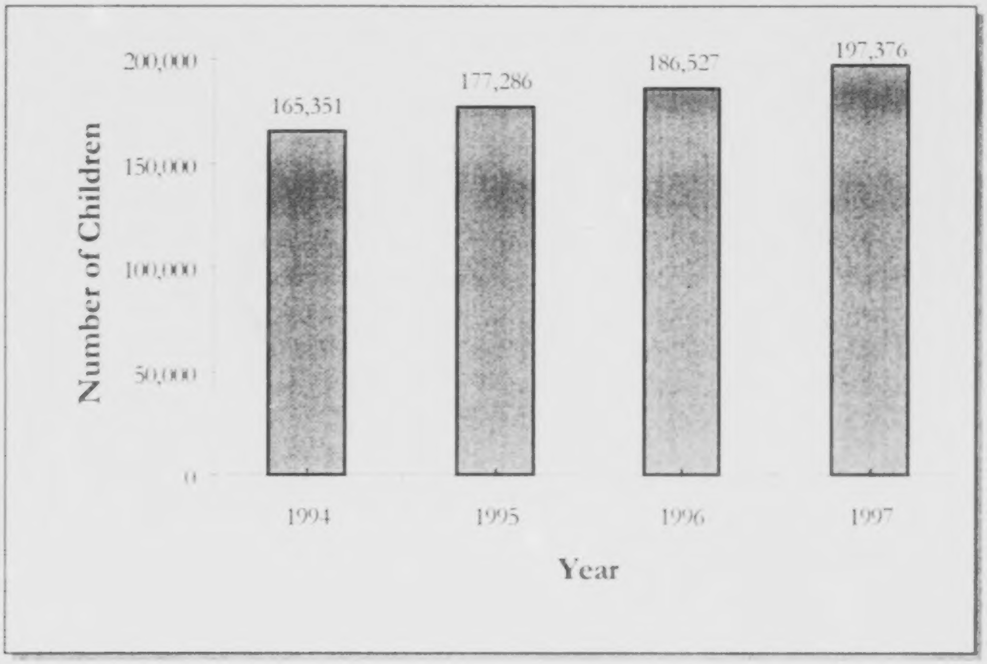
By the end of fiscal year 1993, all States and Outlying Areas ensured full implementation of Part C. The number of infants and toddlers served under Part C has increased 19 percent, from 165,351 on December 1, 1994, to 197,376 on December 1, 1997 (see figure II-3). During this period, the annual rate of increase has been quite steady: 7 percent from 1994 to 1995, 5 percent from 1995 to 1996, and 6 percent from 1996 to 1997.

Looking at trends over the past 3 years, the distributions of infants and toddlers served by discrete age year are quite comparable. For each of the past 3 years, about half of the infants and toddlers served were 2 through 3 years of age, and about a third were 1 through 2 years of age (see table AH-1). The birth through 1-year-old group, as compared to the 1 through 2 and 2 through 3 age groups, demonstrated the greatest increase in the number served from 1996 to 1997. The number of birth through 1-year-olds served increased 10 percent, from 31,496 in 1996 to 34,588 in 1997. The increases from 1996 to 1997 in the numbers of children served within the other discrete age years (1 through 2 and 2 through 3) were both 5 percent. The number of children ages 1 through 2 increased from 60,233 to 63,163; for children ages 2 through 3, the number rose from 94,798 to 99,625.

Looking at changes from 1996 to 1997 in the number of infants and toddlers served within the discrete ages of birth-1, 1 through 2, and 2 through 3, more than half of all States reported increases in all age groups. Fifty-four percent of the States reported increases in the birth through 1-year-old group, 73 percent reported increases in the 1- through 2-year-old group, and 63 percent reported increases in the 2- through 3-year-old group.

An indicator of the success of Part C outreach services to infants and toddlers is the proportion of the total birth through age 2 population that is served. Looking at the trends in this population over the past 3 years, the percentage of the population served has increased continually from 1.50 percent in 1995, to 1.61 percent in 1996, and 1.70 percent in 1997. Over this period, the percentage of States serving 1-2 percent of the States' birth through 2 population has risen from 60 percent in 1995

Figure II-3
Number of Infants and Toddlers Served Under IDEA, Part C, 1994 Through 1997[a/][b/]



a/ Since States and Outlying Areas may update previously reported data as necessary, the data reported here may differ from those included in prior annual reports.

b/ Counts as of December 1, 1997.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

to 66 percent in both 1996 and 1997. At the same time, the percentage of States serving less than 1 percent of the population ages birth through 2 has steadily declined from 19 percent in 1995 to 14 percent in 1996 and 13 percent in 1997. The percentage of the population served varies by discrete age years. The December 1997 child count data illustrate these differences. The percentage of the population served is lowest for infants under the age of 1 (0.9 percent). It is nearly double for children ages 1 to 2 (1.7 percent) and nearly triples for children ages 2 to 3 (2.6 percent). The percentage of the population served tends to continue to increase beyond age 3, but at a less dramatic rate. However, five States (Alabama, Arizona, Iowa, Virginia,[1] and American Samoa) have consistently reported serving less than 1 percent of the birth

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[1] Virginia serves some of its children ages 2 through 3 under Part B.

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through 2 population over the past 3 years. Mississippi served less than 1 percent of the birth through 2 population in both 1995 and 1996 but, in 1997, reported an increase of over 200 percent in the number of infants and toddlers served. The State attributed this increase to better coordination of data collection and reporting practices. Three States, Hawaii, Massachusetts, and Ohio, have consistently reported serving more than 3 percent of the population ages birth through 2 for each of the past 3 years.

From 1996 to 1997, about two-thirds (67 percent) of the States reported increases in the percent of the State's population ages birth through 2 served under IDEA Part C, as compared to just under one-third (31 percent) that reported decreases. Moreover, 23 of the 34 States reporting increases did so for 2 years in a row.

Given OSEP's emphasis on and the GPRA goal of encouraging States to implement effective practices for the identification of families and their children in the birth through 1-year-old age group who qualify for services, it is of interest to look at the numbers of children served in this age group relative to the population of birth through 1-year-old children. From 1994 to 1997, there was an overall increase of 19 percent in the percentage of the birth through 1-year-old population served. The percentage of the birth through 1-year-old population served was 0.75 in 1994, 0.77 in 1995, 0.81 in 1996, and 0.89 in 1997. Thus, a 10 percent increase in the percentage of the birth through 1-year-old population served occurred from 1996 to 1997, which is double the 5 percent increase that occurred from 1995 to 1996. From 1994 to 1997, 73 percent of the 55 States and Outlying Areas for which data were available in both years reported increases in the percentage of the birth through 1-year-old population served. These percentages suggest that the majority of States have made continuous progress in identifying families and infants at the earliest ages who qualify for services and that efforts to do so were particularly effective in the most recent years.

Early Intervention Settings for Infants and Toddlers with Disabilities

States report the number of infants and toddlers receiving services in eight settings categories. Each child is counted only once in the setting in which he or she receives the most hours of early intervention service. Since 1990, Part C setting data have been collected using these categories: early intervention classroom, family child care, home, hospital (inpatient), outpatient service facility, regular nursery school/child care center, residential facility, and other setting.

Forty of 50 States and 4 Outlying Areas use all eight settings categories for reporting. However, there is variation across the remaining States in the use of these categories.

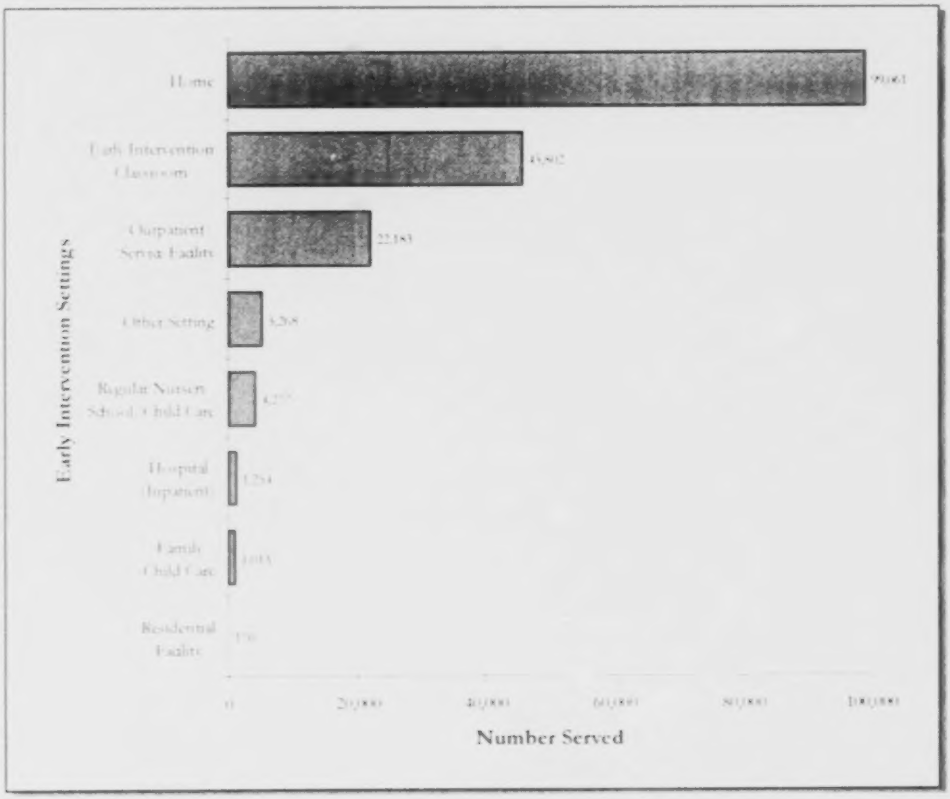
The home setting is the most widely used category and in 1996 was used by all but two of the States and Outlying Areas. In contrast, the residential facility category was not used by 11 States in 1996. Ten States did not use the family child care category; eight States did not use the other settings category; six States did not use early intervention center/classroom, and six did not use hospital (inpatient). Four States did not use the outpatient service facility category for reporting, and four did not use regular nursery school/child care center. Connecticut uses only three setting categories for reporting: home, outpatient service facility, and regular nursery school/child care center; California uses only two categories, early intervention classroom and home; and Massachusetts uses just the home category. These variations in the use of the setting categories for reporting the number of infants and toddlers receiving services make it difficult to discern strong trends across categories. However, the trends across years do present a consistent picture with respect to the most frequently used settings for service provision.

In 1996-97, the three settings that continued to be the most widely used for reporting the provision of services to infants and toddlers were home (99,061 or 55 percent), early intervention classroom (45,802 or 26 percent), and outpatient service facilities (22,183 or 12 percent) (see figure II-4). All other settings categories, including regular nursery school/child care, family child care, hospital (inpatient), residential facility, and other settings, accounted for services provided to only 7 percent of families and children in 1996-97.

Looking at trends over the past 3 years with respect to the three early intervention settings in which infants and toddlers have most frequently been served, the percentage of children served at home rose continually from 49.6 percent in 1993-94 to 55.3 percent in 1996-97. In contrast, the percentage of infants and toddlers served in early intervention classrooms decreased from 30.6 percent in 1994-95 to 25.6 in 1996-97. The percentage of infants and toddlers served in outpatient service facilities fluctuated between 10 and 12 percent, with no apparent trend of an increase or decrease over time. Since 1994, the percentage of children served in hospitals on an inpatient basis has been minimal (less than 2 percent each year), and the percentage of children served in regular nursery school/child care or family child care combined has remained fairly stable at around 3 percent over the 3-year period of 1994-95 through 1996-97.

At the State level, trends over the past 3 years indicate that most States (44) have served the majority of infants and toddlers in the same setting from year to year. In 36 States, the majority of children ages birth through 2 have been served at home over the 3 years. In six States, the majority of children have been served in early intervention classrooms over the past 3 years. In Tennessee, the majority of children have been served in outpatient service facilities over the past 3 years, and, in

Figure II-4
Number of Children Ages Birth Through 2 Served in Different Early Intervention Settings, 1996-97

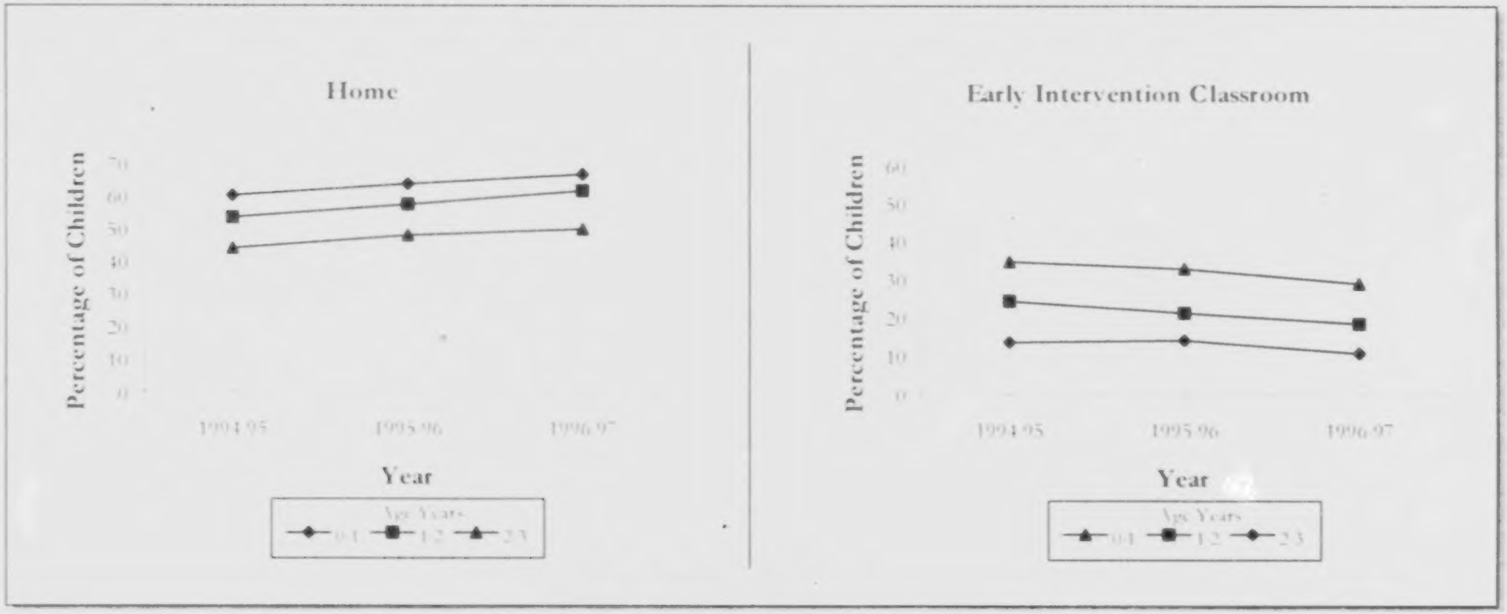


Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Colorado, the majority have been served in other settings, defined as service settings other than the seven defined categories.

Three-year trends in the percentage of infants and toddlers, by discrete age year (birth through 1, 1 through 2, and 2 through 3), who have been served at home or in early intervention classrooms show quite consistent patterns (see figure II-5). Across all three age years, infants and toddlers are more frequently served at home than in early intervention classrooms. However, not surprisingly, the younger the child, the more likely that services will be delivered in the home. As children approach age 2, it is more likely that services will be delivered in an early intervention classroom setting.

Figure II-5
Three-Year Trends in the Percentage of Infants and Toddlers Served at Home and in Early Intervention Classroom Settings, by Discrete Age Year



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

The trend of increasing percentages of infants and toddlers served at home is evident across all discrete age years, and there do not appear to be notable differences between age groups in the rate of increases from year to year. An opposite trend is evident for early intervention classrooms; among children ages 1 through 2 and 2 through 3, there has been a steady decline in the percentage of children served in this setting. The trend within the birth through 1 age group is less clear with respect to early intervention classroom settings, although the decline from 13.9 percent in 1995-96 to 10.5 percent in 1996-97 suggests a pattern that may, in the coming year or two, parallel that of children ages 1 through 2 and 2 through 3.

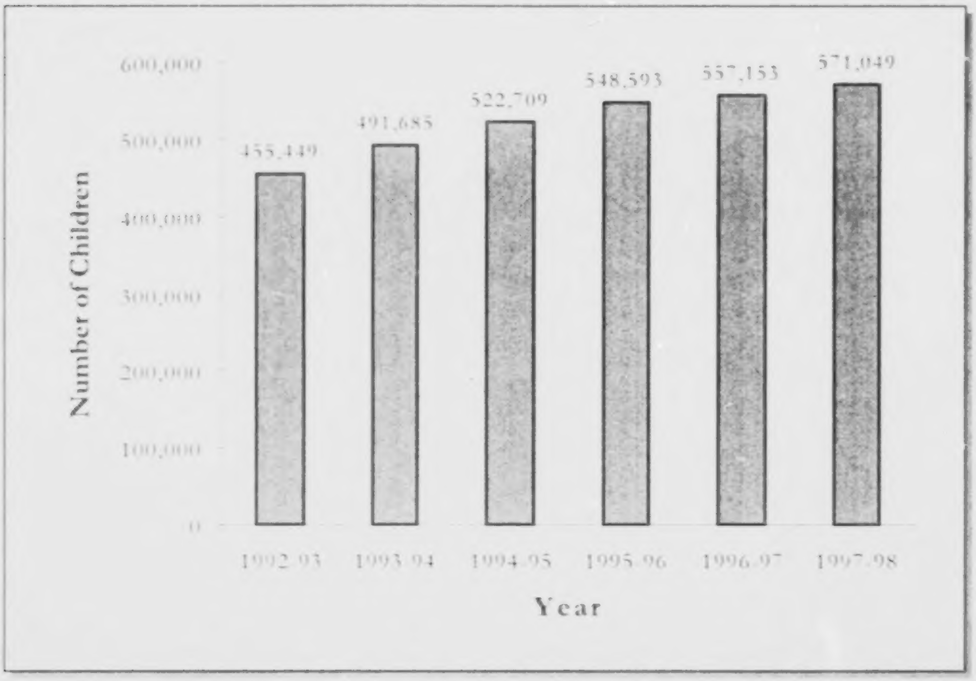
The Number of Children Served Under the Preschool Grants Program

Since fiscal year 1992, States must make a free appropriate public education (FAPE) available to all 3- through 5-year-old children with disabilities in order to be eligible for funds under the Preschool Grants Program, funds attributable to this age under the Grants to States Program, or IDEA discretionary grants pertaining solely to children ages 3 through 5. In 1997-98, States and Outlying Areas reported that 571,049 children ages 3 through 5 were served under the Preschool Grants Program (see figure II-6). This number represents an overall increase of 115,600 children (25 percent) from the number served in 1992-93. From 1992-93 to 1997-98, although there has been a 6.4 percent average annual rate of increase in the number of 3- through 5-year-olds served, the annual rate of increase has declined each year from 8 percent (1992 to 1993) to 2 percent for the most recent year (1996 to 1997).

Looking at the national trends over the past 3 years in the proportion of the total population ages 3 through 5 served under the Preschool Grants Program, there has been a steady increase from 4.47 percent served in 1995-96 to 4.58 percent in 1996-97 and 4.69 percent in 1997-98. At the State level, the percentages of the 3- through 5-year-old population served remained fairly stable over this 3-year period. For each of the 3 years, the majority of States (66 percent in 1995 and 1996 (n=38), and 70 percent in 1997 (n=40)) reported serving between 4 and 6 percent of the 3- through 5-year-old population in the State. In 1997, less than 20 percent of the States reported serving 3 percent or less of the population of children ages 3 through 5. The number of States that served 7 percent or more of the 3- through 5-year-old population has grown over this 3-year period from six States in 1995 to eight States in 1997.

About two-thirds of the States (65 percent or 37 States) have reported no changes in the percentage of the 3- through 5-year-old population served in the Preschool Grants Program over the 3-year period from 1995 to 1997. About a third of the

Figure II-6
Number of Children Ages 3 Through 5 Served Under the Preschool Grants Program, 1992-93 – 1997-98



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

States (32 percent or 18 States) increased the percentage of the population of 3- through 5-year-old children who were served over this 3-year period. Six States have served 7 percent or more of the 3- through 5-year-old population for each of the past 3 years (Arkansas, Kentucky, Maine, South Dakota, West Virginia, and Wyoming). In general, the data suggest that while the percentage of the 3- through 5-year-old population identified as eligible for special education has remained fairly stable over the past 3 years, the actual number of children served by the Preschool Grants Program has continued to grow.

Educational Environments for Preschoolers with Disabilities

States and Outlying Areas report the number of children ages 3 through 5 with disabilities who are served in each of six categories of educational settings. These settings include regular class, resource room, separate class, separate school (public and private), residential facility (public and private), and homebound/hospital. OSEP provides optional instructions to States for reporting counts of preschool-aged children in each of the categories because the school-based categories may not reflect the types of service delivery models used to meet the needs of preschool children with disabilities.[1] Table II-1 includes the definition of each setting category as it applies to preschool children with disabilities.

In 1996, preschool children with disabilities were most frequently served in regular class settings (262,945 children or 51 percent) (see figure II-7). Separate class settings were the next most frequently used setting (166,903 children or 32 percent). Under 10 percent of the preschool children with disabilities were served in each of the other educational settings, including resource room (9 percent), separate school (6 percent), home/hospital (2 percent), and residential facility (less than 1 percent).

There have been no notable changes over the past 3 years in the relative use of different educational environments for providing services to preschool children with disabilities. The percentage of children served in regular class settings has remained stable at about 50 percent for the 3-year period 1994-95 to 1996-97. Separate class settings, the next most frequently used setting for preschool children with disabilities, have been the primary service setting for about a third of these children for the past 3 years.

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[1] Beginning in 1998-99, States will report children ages 3 through 5 with disabilities in educational environments that better reflect service delivery models used with preschoolers.

Table II-1
Educational Environments for Preschoolers with Disabilities[a]

Regular class includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate room for less than 21 percent of the time receiving services. This may include, but is not limited to, Head Start centers, public or private preschool and child care facilities, preschool classes offered to an age-eligible population by the public school system, kindergarten classes, and classes using co-teaching models (special education and general education staff coordinating activities in a general education setting).

Resource room includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate program for 21 to 60 percent of the time receiving services. This includes, but is not limited to, Head Start centers, public or private preschools or child care facilities, preschool classes offered to an age-eligible population by the public school system, and kindergarten classes.

Separate class includes children who receive services in a separate program for 61 to 100 percent of the time receiving services. It does not include children who received education programs in public or private separate day or residential facilities.

Separate school (public and private) includes children who are served in publicly or privately operated programs, set up primarily to serve children with disabilities, that are NOT housed in a facility with programs for children without disabilities. Children must receive special education and related services in the public separate day school for greater than 50 percent of the time.

Residential facility (public and private) includes children who are served in publicly or privately operated programs in which children receive care for 24 hours a day. This could include placement in public nursing care facilities or public or private residential schools.

Homebound/hospital includes children who are served in either a home or hospital setting, including those receiving special education or related services in the home and provided by a professional or paraprofessional who visits the home on a regular basis (e.g., a child development worker or speech services provided in the child's home). It also includes children 3-5 years old receiving special education and related services in a hospital setting on an inpatient or outpatient basis. However, children receiving services in a group program that is housed at a hospital should be reported in the separate school category. For children served in both a home/hospital setting and in a school/community setting, report the child in the placement that comprises the larger percentage of time receiving services.

a/ These categories will change for the 1998-99 data on educational environments, which will be reported in the 23rd *Annual Report to Congress*.

Source: U.S. Department of Education, Office of Special Education Programs, *OSEP Data Dictionary, 1997*.

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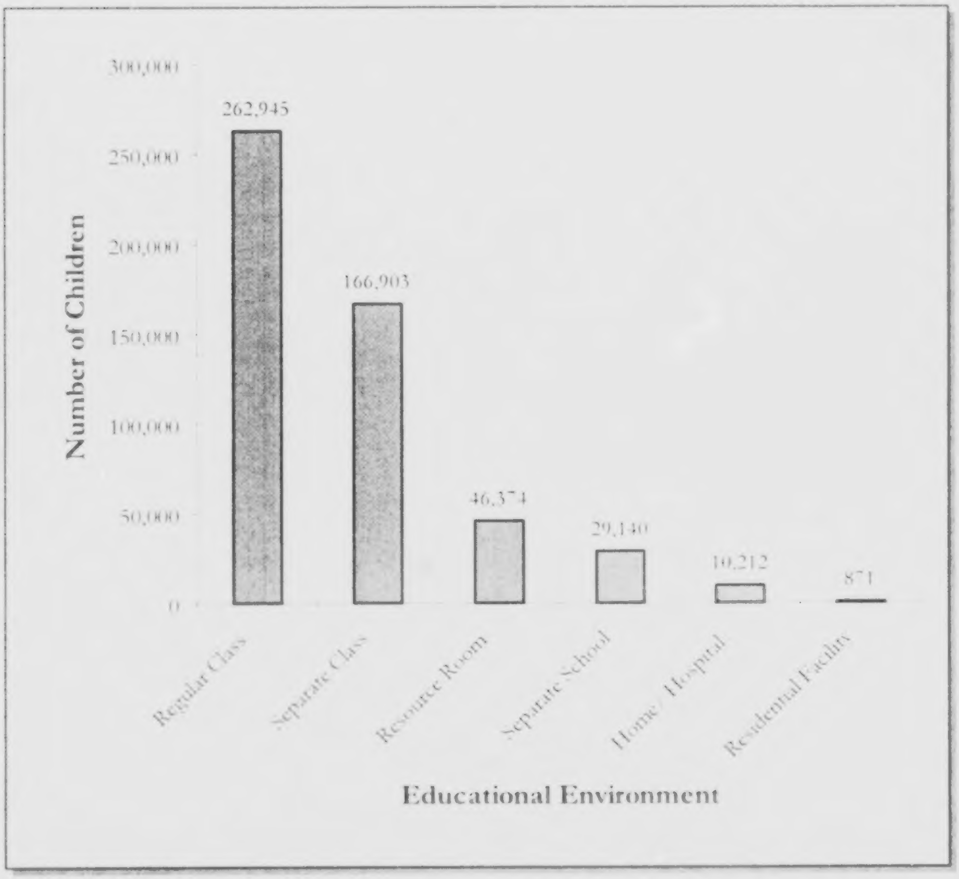
Figure II-7
Number of Children Ages 3 Through 5 Served in Different Educational Environments 1996-97



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Summary

The number of children with disabilities served each year under both the Early Intervention Program and the Preschool Grants Program continues to increase. However, the birth through 1-year-old age group continues to constitute the smallest number of children served, as compared to the 1 through 2 and 2 through 3 age groups. This continued growth in the numbers of infants, toddlers, and preschoolers with disabilities receiving services reflects increased and more effective outreach at the State level through public awareness and Child Find efforts, as well as continued improvement in reporting procedures.

Over the past 3 years, the predominant setting used for the provision of services was home for the children in the birth through 2-year-old age group and regular class for 3- through 5-year-olds. Increasing numbers of infants and toddlers with disabilities are receiving services at home. In 1996, home was the primary service setting for 55 percent of children ages birth-2. The percentage of 3- through 5-year-old children with disabilities who receive services in a regular class setting has remained stable over the past 3 years at about 50 percent.

STUDENTS AGES 6 THROUGH 21 SERVED UNDER IDEA

For the past 21 years, the Department of Education, as mandated by Congress, has collected data on the number of children ages 6 through 21 served under IDEA. Over this period, both the number of disability categories under which children receive services and the number of children receiving services have increased. The annual data reported by States reflect these changes, both in the numbers of children served and their distribution across disability categories. This module outlines legislative changes over the years and changes in the child count data from 1988-89 to 1997-98.

Changes in Legislation

Since 1976-77, the Department of Education has maintained a database on the number of children with disabilities served under both the Education of the Handicapped Act (EHA) and Chapter 1 of the Elementary and Secondary Education Act (State-Operated Programs) (ESEA-SOP). In 1976-77, data were collected in nine EHA categories--learning disabilities, speech and language impairments, mental retardation, serious emotional disturbance, hard-of-hearing, deaf, orthopedically impaired, other health impaired, and visually handicapped--and in six ESEA categories--mental retardation, serious emotional disturbance, hard-of-hearing and deaf, orthopedically impaired, other health impaired, and visually handicapped. Two years later, two categories--multihandicapped and deaf-blind--were added, and the categories were made consistent for reporting under both laws. In 1990, Congress reauthorized EHA, changing the name of the law to the Individuals with Disabilities Education Act (IDEA) and revising several of the disability category labels. In addition to changes in reporting categories, beginning in the 1994-95 school year and as a result of the Improving America's School Act of 1994, funding for children with disabilities was consolidated under IDEA. Additional changes have included:

- requiring reporting by the two additional categories of autism and traumatic brain injury (IDEA Amendments of 1990);
- permitting the reporting of children through age 9 by developmental delay (IDEA Amendments of 1997); and

- permitting States a choice of two count dates--December 1 (the date used since 1976) or the last Friday in October (IDEA Amendments of 1997).[1,2]

In the 1976-77 school year, 3,708,601 students ages birth through 21 with disabilities were served under EHA and Chapter 1 of ESEA.[3] This represented 8.19 percent of the resident population[4] and 10.31 percent of the estimated school enrollment.[5] In 1997-98, 5,401,292 students ages 6 through 21 with disabilities were served under IDEA, or 8.75 percent of the resident population and 11.00 percent of the estimated enrollment.

Students with Disabilities by Disability

Overall for the past 10 years, the number of students served under IDEA has increased 29.42 percent (see table II-2). This compares with an increase in population for 3- through 21-year-olds of 8.25 percent (based on a 1988 population of 67,325,000 and a 1997 population of 72,879,368) and an increase in estimated school enrollment of 14.32 percent (based on a 1988 enrollment of 40,196,263 and a 1997 enrollment of 45,953,018).[6] The largest percentage increase by age group was for students ages 12 through 17. In 1988-89, this age group comprised 42.04 percent of the total number of school-age children with disabilities served under IDEA; by 1997-98, this group made up 44.70 percent of this population.

Table II-3 also shows increases of more than 20 percent over the past 10 years in eight disability categories. For two of these categories, autism and traumatic brain

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[1] Under the Education of the Handicapped Act amendments of 1990, these disability category changes were made: learning disabled was changed to specific learning disabilities, mentally retarded became mental retardation, and hard of hearing and deaf were combined to become hearing impairments. In the subsequent regulations, multihandicapped was changed to multiple disabilities.

[2] All States used the December 1 count date in 1997.

[3] Data reported in 1976-77 for IDEA and Chapter 1 of ESEA (SOP) reflect total counts for children ages birth through 21. Data were not broken out by age group for Chapter 1 of ESEA (SOP) until 1987-88.

[4] Population figures are based on U.S. Census Bureau Estimated Resident Population by State.

[5] Enrollment figures are calculated using counts for children with disabilities ages 6 through 17 as the numerator and NCES enrollment counts, including individuals with and without disabilities in prekindergarten through grade 12, as the denominator. Enrollment data were not available for the Bureau of Indian Affairs and Palau.

[6] Puerto Rico and the other Outlying Areas were removed from the 1997 estimates because those data were not available for 1988.

Table II-2
Percentage Change in the Number of Children with Disabilities Served by Disability and Age Group, 1988-89 Through 1997-98[a]

Disability	Age Groups			
	6-11	12-17	18-21	6-21
Specific Learning Disabilities	30.96	44.12	36.81	38.13
Speech/Language Impairments	10.44	13.06	-20.23	10.54
Mental Retardation	11.16	5.65	17.01	4.64
Emotional Disturbance	14.39	26.54	23.16	21.97
Multiple Disabilities	23.2	35.48	17.57	26.93
Hearing Impairments	18.67	30.08	-.23	21.98
Orthopedic Impairments	45.63	49.29	80	43.03
Other Health Impairments	308.46	286.01	69.25	279.87
Visual Impairments	13.92	19.06	11.67	16.07
Autism[b]	206.52	149.79	67.29	172.86
Deaf-Blindness	12.67	29.33	-31.99	2.07
Traumatic Brain Injury[b]	200.27	227.93	120.36	200.86
All Disabilities	24.31	37.58	15.85	29.42
Number of Children with Disabilities 1988-89	2,185,507	1,754,729	233,276	4,173,512
Number of Children with Disabilities 1997-98	2,716,854	2,414,187	270,251	5,401,292

[a] See table AA14 in Appendix A for the national counts by age group and disability.

[b] Reporting of autism and traumatic brain injury was first required for 1992-93. The percentage change for these two categories reflects changes in the 6 years since 1992-93.

Note: Developmental delay is not reflected in this table because 1997-98 was the first year States could use this category.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

injury, reporting was first required in 1992-93; it was optional in 1991-92. In part, the increases in these categories reflect the natural growth resulting from the introduction of a new category, as well as the reclassification of students with disabilities who were previously reported in other categories. However, these increases also reflect improvements in identifying and serving students with these disabilities. This is particularly true for children with autism. More children are identified as having autism than are identified as having many of the other low-incidence disabilities. In 1997-98, 42,511 children with autism were served under

IDEA, compared with 26,070 students with visual impairments, 11,914 with traumatic brain injury, and 1,463 with deaf-blindness.

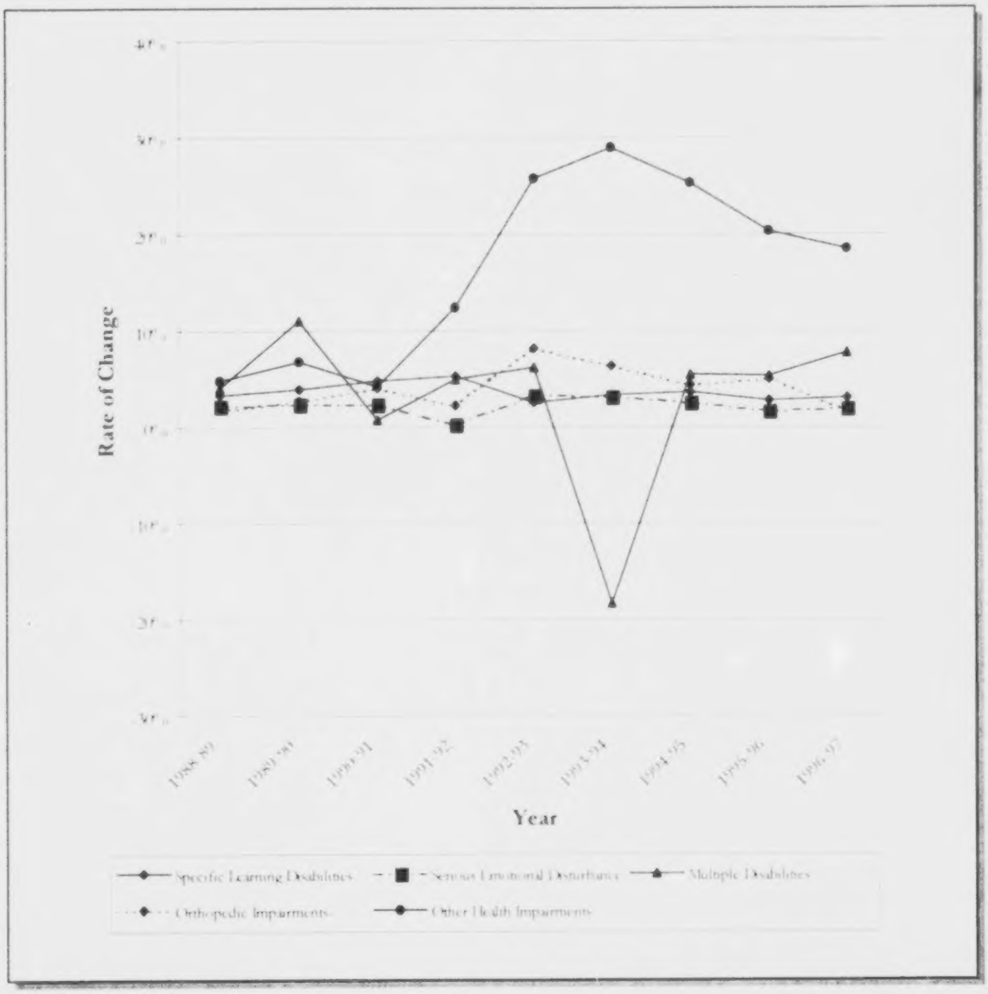
Figure II-8 shows the annual percentage increases for the remaining five disability categories that showed increases of more than 20 percent over the past 10 years--specific learning disabilities, emotional disturbance, multiple disabilities, orthopedic impairments, and other health impairments. Among these categories, the largest increase was seen in other health impairments, which grew 279.87 percent. Figure II-8 shows that the rate of change increased significantly beginning in 1992. This rapid increase is attributed by most States to increased identification of and service to children with attention-deficit disorder (ADD) and attention-deficit/hyperactivity disorder (ADHD). The increase may also be due in part to a 1991 Department of Education, Office of Special Education and Rehabilitative Services (OSERS) memorandum stipulating that students with ADD are eligible for services under the other health impairments category when the disorder is a chronic or acute health problem that results in limited alertness that in turn adversely affects educational performance. Growth in this category continues; between 1996-97 and 1997-98, 20 States reported increases of 20 percent or more in the other health impairments category.

Large increases in the numbers of students receiving services for specific learning disabilities (38.13 percent) and orthopedic impairments (43.03 percent) also were reported during the past 10 years, although, as shown in figure II-8, the rates of increase fell between approximately 2 and 8 percent each year. The apparent increase in the number of students with orthopedic impairments may be inflated because four States--Colorado, Delaware, Michigan, and Mississippi--include students with other health impairments in this category. The rates of increase for this category parallel those of other health impairments beginning in 1993-94. Rates of change in the orthopedic impairments category for these four States over the 10-year period were 437.15, 185.59, 173.27, and 107.83 percent, respectively. It is interesting to note that if these four States are removed from the analysis, the rate of growth in the orthopedic impairments category from 1988-89 to 1997-98 is reduced from 43.03 percent to 22.77 percent.

Three disability categories--speech/language impairments, mental retardation, and visual impairments--have experienced moderate increases since 1988-89. Speech/language impairments showed an overall increase of 10.54 percent, with a 20.23 percent drop in services to students ages 18 through 21. The pattern of services for mental retardation based on age group is interesting to examine. Students ages 18 through 21 showed the largest increase--17.01 percent. There is some anecdotal evidence from the States to indicate that students in this age group may be

Figure II-8

Percentage Change in the Number of Children Served with Selected Disabilities Under IDEA, Part B[a]



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a/ The dramatic drop in multiple disabilities in 1994-95 was the result of a change in reporting practices by one State, Wisconsin. In that year, Wisconsin began reporting students exclusively by their primary disability category, reporting no students in the multiple disability category. Wisconsin had previously reported a large number of students as having multiple disabilities; in 1993-94, Wisconsin alone accounted for approximately 21 percent of all students reported in the multiple disabilities category. The adjustment in reporting procedures also contributed to increases in other disability categories, such as orthopedic impairments.

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Table II-3
Average Age of Students Served Under IDEA, Part B, 1992-93 Through 1997-98

Disability	School Years					
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Specific Learning Disabilities	12.33	12.38	12.39	12.41	12.44	12.48
Speech/Language Impairments	8.55	8.60	8.59	8.57	8.57	8.59
Mental Retardation	12.76	12.66	12.65	12.65	12.65	12.68
Emotional Disturbance	12.84	12.77	12.85	12.88	12.90	12.89
Multiple Disabilities	11.92	11.73	12.08	12.08	12.07	12.10
Hearing Impairments	11.86	11.68	11.85	11.90	11.92	11.94
Orthopedic Impairments	11.34	11.31	11.33	11.38	11.46	11.49
Other Health Impairments	11.68	11.54	11.48	11.46	11.53	11.63
Visual Impairments	11.96	11.82	12.01	12.01	12.05	12.04
Autism	11.41	11.16	11.10	11.02	10.78	10.64
Deaf-Blindness	12.76	12.04	12.82	12.79	12.77	12.89
Traumatic Brain Injury	13.04	12.74	12.82	12.65	12.80	12.86
All Disabilities	11.57	11.56	11.62	11.65	11.66	11.69

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

reclassified in order to facilitate eligibility for vocational rehabilitation services. The next largest increase was among the 6- through 11-year-old population (11.16 percent). Of these three categories, the number of students served under the mental retardation category showed the smallest increase, 4.64 percent. The number of students with visual impairments rose by 16.07 percent.

Students with Disabilities by Age

The average age of students with disabilities has remained relatively constant for school-age children since 1992-93.[7] Table II-3 shows the average age for children ages 6 through 21 served under IDEA for all disabilities and for each of the disability categories.

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[7] The 1992-93 school year was the first time individual age year data were available for students served under Chapter 1 of ESEA (SOP); consequently, the analysis of mean age is limited to the period 1992-93 to 1997-98.

Table II-4
Number of Children with Developmental Delay, 1997-98

States	Age Years				Total[a]
	6	7	8	9	
Alabama	289	0	0	0	289 (1.02%)
Idaho	231	21	6	0	258 (3.25%)
Michigan	106	17	6	1	130 (.23%)
New Mexico	77	20	6	4	107 (.86%)
Tennessee	344	241	98	75	758 (1.98%)
Vermont	264	108	21	0	393 (13.80%)
Northern Marianas	3	0	1	0	4 (4.88%)
Virgin Islands	3	2	0	0	5 (1.05%)
Total	1,317	406	138	80	1,944 (1.32%)

[a] Note: The number in parentheses represents the percentage of children with developmental delay based on the number of children with disabilities ages 6 through 9 served.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

The average age for students with all disabilities did not change significantly during this period. The average age of children identified as having autism did decrease during this period. This decrease occurred simultaneously with a dramatic rise in the number of children served in that category, perhaps reflecting an increased emphasis on early identification of autism. It is also consistent with States' anecdotal reports that they are identifying children with autism at younger ages.

School-Age Children with Developmental Delay

Prior to the IDEA Amendments of 1997, the age range for reporting developmental delay was 3 through 5, and many States have used this category and age range for several years. However, the IDEA Amendments of 1997 altered the definition of "child with a disability" to include serving, at the discretion of the State and the local education agency, "children ages 3 through 9 experiencing developmental delay." (§602(3)(B)(i)(ii))

In 1997-98, eight States and Outlying Areas reported children in the developmental delay category: Alabama, Idaho, Michigan, New Mexico, Northern Marianas, Tennessee, Vermont, and the Virgin Islands. Table II-4 shows the reporting distribution for these States by age year. Only 1,944 students were reported in this category, the majority of whom (67.75 percent) were 6 years old. Only three States reported 9-year-olds in this category, and for both Michigan and New Mexico, these counts were very small (1 and 4, respectively). Vermont classified 13.8 percent of its children ages 6 through 9 in this category, while the remaining States classified less than 5 percent of the students in this age range as having a developmental delay.

Six of the eight States used quantitative criteria to determine developmental delay. For example, Idaho used both the number of standard deviations below the mean and delays in age equivalency to determine developmental delay. A child who tested:

> 2 standard deviations below the mean or had a 30 percent delay in age equivalency in one developmental area, or who tested 1.5 standard deviations below the mean or had a 25 percent delay in age equivalency in two or more areas was reported as experiencing developmental delay (Danaher, 1998).

Four States commented that the developmental delay category was only used when other categories did not apply. Approximately 19 States are currently considering extending the age for which developmental delay is applicable (Danaher, 1998).

Summary

The number of students with disabilities served under IDEA continues to increase at a rate higher than both the general population and school enrollment. The greatest increases in the past 10 years were seen in the 12 through 17 age group (37.58 percent) and in the other health impairments category (286.01 percent). The average age of students served rose only slightly, from 11.57 in 1992-93 to 11.69 in 1997-98. The ages of children reported in the autism category showed the greatest change, dropping from 11.41 in 1992-93 to 10.64 in 1997-98. Although States were allowed to report children with developmental delay for children ages 6 through 9 for the first time in 1997-98, only eight States did so. Moreover, the number of children reported was small (1,944) and represented only 1.32 percent of children with disabilities ages 6 through 9.

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III. SCHOOL PROGRAMS AND SERVICES

Paraprofessionals in the Education Workforce

Educational Environments for Students with Disabilities

School Discipline and Students with Disabilities

Preparing Teachers To Serve Students with Visual Impairments

PARAPROFESSIONALS IN THE EDUCATION WORKFORCE[1]

Framing the Issues

Amendments contained in the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) address issues connected with the growing reliance on paraprofessionals with greater emphasis on their instructional and learner support roles in the delivery of special education and related services for children and youths with disabilities. State education agencies (SEAs) must now provide leadership in the development of standards to ensure that *all* personnel, including paraprofessionals, are adequately and appropriately prepared. Standards developed in accordance with State law, regulations, or written policy allow *appropriately trained and supervised* paraprofessionals and assistants to assist in the provision of special education and related services.

The roles and responsibilities of paraprofessionals have evolved steadily since they were introduced into classrooms as teacher aides more than 40 years ago. "Paraprofessionals have become technicians who are more appropriately described as paraeducators, just as their counterparts in law and medicine are designated as paralegals and paramedics" (Pickett, 1989, p. 1).

Paraeducator, paraprofessional, teacher aide/assistant, education technician, transition trainer, job coach, home visitor--these are just a few of the titles that school districts and other education provider systems have assigned to employees who: (1) provide instructional and other direct services to children, youths, and/or their parents or caregivers and (2) are supervised by teachers or other certified/licensed professionals who are responsible for diagnosing learner needs; planning, implementing, and evaluating programs to achieve learner needs; and assessing learner progress and program outcomes (adapted from Pickett, 1989).

The following scenarios describe situations that occur daily in classrooms nationwide. They highlight the evolving roles of both paraeducators and the teachers who supervise them.

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[1] This module reports on work conducted by Anna Lou Pickett, National Resource Center for Paraprofessionals, Center for Advanced Study in Education, City University of New York. This work is funded by the Office of Special Education Programs (OSEP).

1. Greta, a first-year teacher, is working in an inclusive middle school science program. Susan, an instructional assistant with 20 years' experience in working with students with disabilities, and who is old enough to be Greta's mother, has been assigned to her classroom. Greta feels confident that she has the skills that she needs to plan for and teach the students. But because she was not prepared at either the undergraduate or the graduate level to plan for and direct the work of paraeducators, she is uncertain about how to integrate Susan into curriculum and other classroom activities. Susan is becoming increasingly unhappy because she feels that Greta does not appreciate the skills that she has developed over the past two decades.

2. For the first time in her 10-year career as a teacher, Meredith is working with a teacher assistant. She is pleased that Rosita has been added to the team because many of the students have limited English abilities. Meredith feels strongly that it is her responsibility as the teacher to take the lead in sharing information with parents. But she has noticed that many parents seem to feel more comfortable speaking with Rosita about their children than to her; she is also becoming aware that Rosita seems to encourage the parents to speak with her, and this concerns Meredith a great deal.

3. Henry is a paraeducator who was hired to facilitate the inclusion of students with disabilities into general education programs. He works with several teachers, each of whom has different expectations about what he should do in "their" classrooms. His duties vary from full responsibility for teaching "the special ed kids" in one class to, in another classroom, working with all the students who the teacher feels will benefit from personalized attention, escorting "his students" to yet another class, and, in the fourth classroom, sitting in the back of the classroom doing nothing. Henry is confused about his roles and responsibilities, and when he mentions this to the teachers, they too seem confused. Henry is also concerned that he lacks the training necessary to work effectively with such a varied group of students. He has asked other paraeducators about job descriptions and training opportunities and has been told that there are none. And he is uncertain about whom he should speak to about his concerns.

4. Frances is an administrator responsible for her school district's staff development. A survey of personnel indicated a strong need to enhance the capacity of teachers and paraeducators to work as effective teams. She requested training resources on this topic from her State department of education's comprehensive system of personnel development and discovered that there are no statewide guidelines for the employment, placement, and supervision of paraeducators. Neither are there standards

for competency-based training for paraeducators or for preparing teachers to work with them.

These case studies illustrate some of the issues examined in this module on paraprofessionals in the education workforce. The module is divided into three parts. Part I sets the stage with a brief review of the historical and contemporary factors that have led to increased paraeducator utilization in more demanding roles. Part II centers on critical policy questions and systemic issues requiring the attention of personnel in different jurisdictions with different responsibilities for ensuring the availability of an effectively supervised, highly skilled paraeducator workforce. Part III highlights promising practices and strategies for developing standards and systems to prepare teachers and paraeducators for their roles as members of program implementation teams.

Historical Perspective: A Legacy of Problems and Promise

Many of the current concerns about professional development practices and regulatory/administrative systems that have an impact on paraeducator performance, supervision, and preparation have their roots in policy decisions and events that took place four decades ago.

In the mid-1950s, a need to alleviate post-World War II shortages of licensed educators and the fledging efforts of parents of children with disabilities to develop alternatives to institutionalization stimulated interest in the employment of teacher aides. Two significant research projects were undertaken to assess the appropriateness and effectiveness of teacher aides as one way to enable teachers to spend more time in planning and implementing instructional activities. The first, sponsored by the Ford Foundation, took place in Bay City, Michigan. College educated, but unlicensed, teacher aides were recruited and trained to perform clerical, monitoring, and other routine classroom tasks. Acceptance was not automatic. Critics were concerned that teachers would be replaced with unqualified "cheap labor." In general, however, the reaction was cautiously optimistic, and the concept was adopted by other districts. At about the same time, Cruickshank and Herring (1957) documented the results of a project at Syracuse University designed to demonstrate the efficacy of teacher aides in special education. Although the results, like those in Bay City, were positive, it would be almost 10 years before the benefits of paraprofessionals would be more fully tested and realized (Fund for the Advancement of Education, 1961; Gartner, 1971, Kaplan, 1977).

The late 1960s and early 1970s wrought social and organizational changes that had a profound impact on America's schools. Through the efforts of educators and advocacy groups, Federal legislative actions established programs such as Title I and

Head Start to meet the needs of growing numbers of children and youth from economically and educationally disadvantaged family backgrounds. In 1975, parents and other advocates for the rights of children and youth with disabilities also achieved their goal of passing P.L. 94-142, the landmark Education for all Handicapped Children Act, which later became the Individuals with Disabilities Education Act (IDEA). Each of these legislative actions recognized the value of learner centered, personalized education and services for children and youth with diverse ability levels, learning styles, and other education needs (although only P.L. 94-142 mandated individualized education plans).

During this period, to provide teachers in both general and special education with the assistance they required in order to develop and provide learner-centered and individualized programs, the employment of paraprofessionals gained momentum, and significant changes began to occur in their roles and specialties. While they still performed routine monitoring, clerical, and housekeeping tasks, paraprofessionals also reviewed and reinforced lessons and assisted students with other learning activities initiated by teachers (Fafard, 1974; Gartner, 1971; Pickett, 1989). In urban centers in particular, paraprofessionals who shared the culture and traditions of children and youth of diverse backgrounds served as liaisons between schools and families as a way to counter an emerging lack of confidence between the two (Gartner & Riessman, 1974).

At the same time that paraprofessional utilization expanded, there was also a growing awareness of the need to find ways to reduce barriers that prevented people from ethnic, cultural, and language minorities from entering the professional ranks. Then as now, paraprofessionals were primarily women who were (re)entering the workforce and were also generally representative of the cultural, ethnic, and language minority groups in their communities (Pearl & Riessman, 1965). Throughout the 1960s and 1970s, Federal legislation, particularly the Economic Opportunities Act of 1964 and the Education Professions Development Act of 1967, played key roles in supporting and providing access to teacher education for paraprofessionals. One of the most effective and comprehensive personnel preparation initiatives was the Career Opportunities Program (COP).

In *From Aide to Teacher: The Story of the Career Opportunities Program*, Kaplan (1977) recorded the goals, models, and results of COP. Developed by the U.S. Office of Education, the mission of COP was to provide opportunities for "indigenous community residents, working as paraprofessionals in the nation's low-income urban and rural areas to advance within the education professions and ultimately to improve the learning of children and youth in these schools" (p. 2).

The COP design for teacher recruitment and preparation represented a sharp break from teacher education practices. COP grants went to school systems that set priorities to meet local needs. Partnerships with schools of education in the form of subcontracts were established. Local education agencies (LEAs) selected candidates from their paraprofessional workforce who they determined could best serve their students and identified the skills that would prepare them to be effective teachers. Institutions of higher education (IHEs) scheduled required courses to accommodate worker-student needs, tutored candidates for high school equivalency tests, conducted study groups to reinforce learning, and conducted classes off campus near students' homes.

The COP project lasted for 7 years. It proved to be a viable approach that enabled more than 20,000 nontraditional students from underrepresented groups to enter education professions. Indeed, many of the lessons learned through COP serve as a foundation for contemporary teacher preparation programs that recognize paraeducators as valuable recruitment resources (Haselkorn & Fideler, 1996).

While local school systems and higher education agencies were actively engaged in developing flexible degree programs for paraprofessionals, 10 State education agencies (SEAs) established credentialing and other regulatory procedures that set guidelines for paraprofessional employment and preparation. Some of these systems included criteria for training and career advancement; most did not. Rather than develop regulatory procedures, the vast majority of the States chose to establish non-binding administrative guidelines that outlined appropriate duties for paraprofessionals and in some rare cases delineated supervisory responsibility. To an even more limited extent, LEAs began to develop job descriptions and personnel practices that included career ladders and training programs for those whose career choice was to remain a paraprofessional (Pickett, 1994).

With the decline of Federal fiscal support and leadership for paraprofessional employment and education in the 1980s, interest in developing standards and programs for improving paraprofessional performance and providing opportunities for career development all but evaporated. In fact, "they became the forgotten members of education teams" (Pickett, 1994, p. 2), even though their roles and responsibilities continued to expand. As the years passed, policies and systems concerned with paraprofessional employment, roles, and preparation became more and more unstructured (Pickett, 1989; 1994; 1996). Moreover, with the exception of Nebraska, no SEAs or IHEs were addressing issues of paraeducator supervision and its impact on teacher roles and responsibilities (Vasa & Steckelberg, 1987; Vasa, Steckelberg, & Ulrich-Ronning, 1983). As a result in most States, standards for paraprofessional roles and responsibilities and professional development systems are almost nonexistent (Pickett, 1989; 1996).

The Present: Issues and Concerns

A review of recent literature reveals that several factors and trends have converged to rekindle interest among policy makers, SEA and LEA administrators, and personnel developers in paraeducator roles, supervision, and preparation. First and foremost are the mandates in IDEA and State legislative actions that stress the need for individualized instruction and support services for children and youth with developmental, learning, physical, and sensory disabilities. Second are the provisions in IDEA, the Elementary and Secondary Education Act of 1994, and the Goals 2000: Educate America Act of 1994 that target the need to ensure that all personnel are adequately prepared for their roles and responsibilities. As noted earlier, IDEA requires States to establish standards to ensure that paraprofessionals are appropriately trained and supervised. States must also incorporate these training standards into their Comprehensive Systems of Personnel Development (§635(a)). Other significant factors include:

- Continuing initiatives to restructure education systems and practices to more effectively serve children and youth with disabilities and other special needs in inclusive general education programs (Giangreco, Edelman, Luiselli, & McFarland, 1997; Mueller, 1997; Pickett, 1996; Safarik, 1997).

- Increasing numbers of English-language learners enrolled in school systems nationwide. Paraprofessionals can provide familiarity with differing cultures and languages (Haselkorn & Fideler, 1996; Macias & Kelly, 1996; McDonnell & Hill, 1993; National Center for Education Statistics, 1995; Pickett, 1995; Recruiting New Teachers, 1997).

- Continuing and growing shortages of teachers in all programmatic areas (American Association for Employment in Education, 1998; Genzuk, Lavendez, & Krashen, 1994; Haselkorn & Fideler, 1996; Recruiting New Teachers, 1997).

- Changing and expanding roles of teachers as classroom and program managers and leaders of program implementation teams (French, 1997; Vasa & Steckelberg, 1997).

How many paraprofessionals currently provide special education and related services to children with disabilities? Data on paraprofessionals are generally drawn from two sources. OSEP does not collect data on paraprofessionals as a separate category of service providers. Instead, States report the number of teachers, teacher aides, and related services personnel employed in their States. Paraprofessionals may be reported in either of the two latter categories. The number of teacher aides providing services to children with disabilities has grown significantly in recent years; this growth likely reflects the increasing use of paraeducators in special education.

In 1996-97, the number of teacher aides reported to be providing services to children and youths ages 3 through 21 was 237,206. This figure, which does not include paraprofessionals who were reported in the category of related services personnel, may be compared with the 357,082 teachers who provided services to these children in 1996-97. In the Part C program, 3,307 paraprofessionals provided services to children ages birth through 2 in 1996-97. Those paraprofessionals made up nearly 11 percent of the workforce providing early intervention services to infants and toddlers with disabilities.

The results of a survey of chief state school officers conducted in 1996 by the National Resource Center for Paraprofessionals in Education and Related Services (NRCP) also provide data on the number of paraprofessionals in the special education workforce. Those results suggest that there are approximately 500,000 full-time equivalency paraeducator positions in general, special, compensatory, and English as a Second Language (ESL)/bilingual programs administered by our nation's schools (up from 400,000 reported in a similar 1990 survey). Of that number, a minimum of 280,000 work in inclusive general, resource, and self-contained special education classrooms and vocational/transitional and early childhood programs serving children and youths ages 3 through 21 with disabilities. Another 100,000-plus are assigned to ESL/bilingual, Title I, and other compensatory (remedial) programs. The remainder work primarily in elementary classrooms, libraries, computer labs, and other learning environments, including early intervention services (Pickett, 1996). Ongoing work of the NRCP and the investigations of several other researchers indicate that expanded employment of paraeducators will continue into the foreseeable future (Genzuk et al., 1994; Macias & Kelly, 1996; NCES, 1995; Recruiting New Teachers, 1997).

It is important to note that current data are incomplete and thus do not provide a completely accurate picture of paraeducator employment. There are several reasons for this:

- Of the SEAs that do gather information and maintain databases about paraeducator employment, their concerns usually center on identifying paraeducators employed in federally funded or State-mandated programs. Therefore, in many States, instructional paraeducators or related-services paraprofessional staff supported by local tax levy funds are not always included or are underreported in SEA figures.

- Records maintained by most SEAs do not always indicate the programmatic areas or grade levels to which paraeducators are assigned. Thus, it is not easy to know how they are deployed and how many work in: (1) preschool, elementary, middle/junior high schools, or secondary education; (2) Title I or other compensatory programs; (3) bilingual/multilingual or ESL programs; (4) inclusive general education, or more traditional self-contained classrooms, or other special education programs and related services (such as vocational/transitional programs, occupational/physical therapy or speech/language pathology, and early childhood programs).

- And finally, data collected by SEAs rarely include information about paraeducator employment in Head Start and other early childhood education programs or early intervention home- and center-based programs administered by other agencies serving infants and toddlers with disabilities and other special needs that place them at risk.

This lack of accurate data adversely affects the capacity of SEAs and LEAs to plan and implement policies and systems to improve the quality of paraeducator performance and to develop comprehensive cost-effective education programs for their paraeducator workforce that recognize the similarities in the skills required by all paraeducators.

While each of the factors cited earlier has contributed to increased employment of paraeducators over the past decade, probably the most significant are the initiatives to reshape and redefine teacher roles. No matter whether they work in center- or home-based early childhood settings, in elementary, middle or high schools, or in general, compensatory, or special education programs, teacher roles and responsibilities in the instructional process are similar. Teachers are diagnosticians of learner needs, planners of age- and ability-appropriate lessons and instructional strategies, facilitators of learning, and assessors of learner performance. Starting with *Teachers for the 21st Century*, produced by the Carnegie Forum in Education and the Economy in 1986, efforts to reform education practices have added new dimensions to traditionally recognized teacher responsibilities. Increasingly, teachers participate in school-based governance and decision making. They help determine how best to allocate human and fiscal resources to meet learner needs, assist in aligning curriculum content to meet standards for learners established by SEAs, and, as members of individualized education and related services planning teams, collaborate with other school professionals, students, and parents to establish and implement learner goals and objectives. They frequently are also the primary liaisons between homes and schools (Carnegie Forum, 1986; Darling-Hammond, 1994; Darling-Hammond & McLaughlin, 1995; DeBoer, 1995; French & Pickett, 1997; Friend & Cook, 1996; Lieberman, 1995; Villa, Thousand, Nevin & Malgeri, 1996).

To help teachers effectively carry out these new responsibilities, policy makers have once again turned to paraeducators to support and expand the program management and administrative functions of teachers (Genzuk et al., 1994; Lyons, 1995; Miramontes, 1990; Mueller, 1997; Passaro, Pickett, Latham, & HongBo, 1994; Pickett, 1997; Stahl & Lorenz, 1995). As a result, teachers have also become leaders of program implementation teams with growing supervisory responsibility for paraeducators (French, 1997; French & Pickett, 1997; Pickett, 1994; Vasa & Steckelberg, 1987).

In today's schools, paraeducators still perform routine clerical and housekeeping tasks, prepare bulletin boards, duplicate instructional materials, and monitor playgrounds, study halls, and lunchrooms. There is, however, greater emphasis on their instructional and learner support roles. As members of program implementation teams under the supervision of teachers, they: (1) assist with maintaining supportive, safe, and healthy learning environments that facilitate inclusion for all children and youth; (2) observe, document, and report objective data about learners that enable teachers to plan, modify, and organize curriculum and learning activities for individuals and groups; (3) engage individuals and groups in learning experiences developed by teachers; and (4) assist with learner assessment activities (Giangreco et al., 1997; Lyons, 1995; Miramontes, 1990; Mueller, 1997; Passaro et al., 1994; Safarik, 1997; Skelton, 1997; Stahl & Lorenz, 1995).

Increased reliance on paraeducators with greater emphasis on their instructional and learner support roles has not resulted in the development of policies and systems to improve their performance, supervision, and preparation. In many States where they do exist, policies and infrastructures have not been assessed and revised since they were established in the 1970s. Thus, these systems do not reflect the dramatic changes that have occurred in both teacher and paraeducator roles as the primary members of program implementation teams. The most critical needs that require the attention of policy makers, administrators, personnel developers, SEAs, LEAs, and IHEs are summarized as follows:

- The majority of paraeducators in our nation's schools spend all or part of their time engaged in providing instructional and/or other direct services to learners and/or their parents (Giangreco et al., 1997; Lyons, 1995; Mueller, 1997; Passaro et al., 1994; Rubin & Long, 1994; Safarik, 1997; Stahl & Lorenz, 1995). Over the past decade, however, scant attention has been paid to: (1) defining paraeducator roles in newly emerging staffing arrangements; (2) formulating supervisory responsibility; (3) identifying similarities and differences in roles and responsibilities of paraeducators assigned to different programs; (4) determining the skills and knowledge paraeducators require to carry out new, more complex tasks; (5) establishing experience and education qualifications for entry-level and more advanced paraeducator positions; and (6) setting standards for paraeducator performance (Pickett, 1996).

- Professional development/training for paraeducators, when it is available, is usually highly parochial and is rarely part of a statewide comprehensive system of professional/career development that includes: (1) competency-based, structured inservice programs and (2) access to flexible degree programs that enable paraeducators to achieve professional certification/licensure while they continue to work (Pickett, 1996).

- At the present time, fewer than half (24) of the State departments of education, including the District of Columbia and the territories, have standards or guidelines for employment, roles and duties, placement, supervision, and preparation of paraeducators. Thirteen of these 24 States have credentialing mechanisms. These systems range from multilevel certification/permit systems that define roles, training, and career advancement criteria to one-dimensional systems that do not specify duties or training requirements. Despite the existence of standards and credentialing mechanisms in some States, it is likely that exceptions to standards occur frequently (Pickett, 1996).

- Contemporary education reform efforts increasingly stress the team and management responsibilities of teachers. These efforts have, however, overlooked the roles of teachers as leaders of instructional teams and supervisors of paraeducators. As a result, most teacher education programs have not developed curriculum content to prepare teachers to plan for, delegate or assign tasks, assess paraeducator skills and performance, and provide on-the-job training (French, 1997; French & Pickett, 1997).

- The need to recruit and train committed teachers is well documented. The need to attract more ethnic, cultural, and language-minority men and women into the field is particularly acute (American Association for Employment in Education, 1998; Genzuk et al., 1994; Haselkorn & Fideler, 1996; Macias & Kelly, 1996; Recruiting New Teachers, 1997). Although paraeducator personnel represent high percentages of the diverse ethnic, cultural, and language-minority populations in their communities, they are frequently overlooked as resources for recruitment into teacher education and other professional preparation programs (Genzuk et al., 1994; Haselkorn & Fideler, 1996).

The Future: Addressing the Issues and Establishing the Systems

For partnerships to work cooperatively and to find effective solutions to policy questions and systemic issues, States must have databases that identify who paraeducators are, where they work, and what they do in different program areas or educational settings. Once this has been accomplished, the stakeholders will have access to information that they can use to:

- delineate appropriate duties and tasks for paraeducators and the nondelegatable responsibilities of school professionals;
- determine similarities and distinctions in the roles and duties of paraeducators assigned to different programs;
- identify a common core of skills for all paraeducators, a hierarchy of performance skills, and the knowledge base needed by paraeducators working in more advanced paraeducator positions;
- set standards for paraeducator training, professional development, and education and/or experience qualifications for employment;
- establish standards for paraeducator supervision and performance evaluation;
- make recommendations for developing and implementing comprehensive systems of staff development and career advancement for paraeducators; and
- identify the supervisory roles and responsibilities of teachers and other school professionals and establish standards for preparing them to assume their duties (Pickett, 1997, p. 15).

In addition to addressing these needs, there is a growing awareness among the various constituencies of the need for credentialing systems or other regulatory procedures to ensure that paraeducators have the skills necessary to meet the requirements of their roles. The need for paraeducator credentialing is not a new idea, but it is highly controversial. As noted earlier, only 13 States have criteria for hiring, training, and career advancement for paraeducators that they regard as credentialing systems. Other States have chosen to develop administrative guidelines rather than more formal, mandatory credentialing procedures--and the majority have not moved to adopt either system (Pickett, 1996).

Pickett (1986) identified four reasons for developing new credentialing systems for paraeducators or strengthening current ones:

1. Setting standards and mandating specified levels of training and performance would guarantee that paraeducators have the skills and knowledge required to perform their assigned duties.

2. Effective credentialing procedures would be based on realistic and viable opportunities for upward mobility on various levels of a paraeducator career ladder and would therefore serve as an incentive for retaining skilled paraeducators.

3. Credentialing would establish clear distinctions in the tasks associated with different certificate/licensure levels, matching responsibilities with training/education and competency.

4. Credentialing would serve as a method for providing formal recognition of the contributions paraeducators make to the delivery of instructional and related services.

Help in the Development of Policies for the Future

Education policy makers at the Federal, State, and local levels do not need to start from scratch in addressing the concerns raised in this report. At the present time, a few States are in the process of developing and testing strategies and systems for effectively preparing, supervising, and integrating paraeducators into education teams. While each State uses a different approach that is designed to meet its identified needs, States can serve as resources for policy makers in SEAs and LEAs and personnel developers in IHEs. Minnesota, Utah, Rhode Island, Iowa, and Washington are implementing new plans, and Colorado is in the formative stage of developing standards.

At the national level, the NRCP, through a special projects grant from the Office of Special Education Programs, is developing guidelines for paraeducator roles and responsibilities as well as model standards for their training and supervision. Assisted by a broadly representative task force, the NRCP will issue its recommendations in the fall of 1999 to provide policy makers, educators, personnel developers, unions, parents, and other stakeholders with resources on which they can build to establish policies and strengthen partnerships among those concerned with improving the performance and status of a skilled paraeducator workforce.

The goals of this national project are to:

1. develop parameters for scopes of teacher and paraeducator responsibilities in learning environments;

2. identify a common core of skills required by all paraeducators and a hierarchy of performance skills and knowledge base for paraeducators working at more advanced levels with children and youth who have more severe and profound disabilities and other challenging needs;

3. develop prototypes for articulated systems of training and professional development for paraeducators; and

4. develop components of a model credentialing system that recognizes distinctions in roles, skills, and knowledge required for different paraeducator positions.

The recommendations of the task force are being reviewed and validated by a wide range of representatives of provider and administrative agencies, professional organizations, IHEs, and other constituencies. While the project is indicative of the growing awareness in the education community of the need to enhance the status and improve the performance of paraprofessionals, its work builds upon a wealth of existing resources, particularly at the State and local levels.

Summary

Policy makers and administrators in SEAs, LEAs and IHEs are confronted with many issues and concerns in their efforts to improve the quality of the education workforce. Because paraeducators are integral members of program implementation teams, it is of critical importance that the issues that have an impact on paraeducator performance and career development not be overlooked. Policies and systems must be put into place to ensure that paraeducators have the skills and knowledge necessary to meet the needs of the children and youth they serve.

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EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) and its implementing regulations require that "to the maximum extent appropriate, children with disabilities . . . should be educated with children who are not disabled; and that . . . removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (34 CFR 300.550). The IDEA regulations further specify that a continuum of alternative placements must be available to meet the needs of children with disabilities for special education and related services (34 CFR 300.551). The question of what constitutes the least restrictive environment is perhaps the most contentious of all the issues related to educating students with disabilities. States and districts vary considerably in the percentage of students with disabilities served in different educational environments, raising concerns about financial, programmatic, or policy-related reasons for these differences.

This module summarizes literature on the outcomes of inclusive educational practices and presents national data on the extent to which students with disabilities receive services in general education classes and schools. It addresses a number of issues. How does inclusion in regular classes affect skill acquisition for students with disabilities? Are social outcomes for students with disabilities enhanced when they have more opportunities to interact with nondisabled peers? How does inclusion affect the performance of students without disabilities? What percentage of children with disabilities are served in different educational environments, and how do those percentages vary by age group and disability?

Outcomes of Inclusive Schooling Practices[1]

This section summarizes research that demonstrates the positive impact of inclusive schooling practices on students. The discussion highlights themes describing what has been empirically documented to date and what has been learned about how to maximize positive outcomes.

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[1] The following sections were adapted from McGregor, G., & Vogelsberg, R.T. (1998). *Inclusive schooling practices: A synthesis of the literature that informs best practices about inclusive schooling.* Supported by OSEP grant #H086V40007.

Skill Acquisition for Students with Disabilities

Dunn (1968) and many others have stressed the availability of nondisabled students who can serve as role models and initiators of communication and social interaction as an important reason to place students with disabilities in general education classrooms. It is not surprising, therefore, that much of the initial research examining outcomes for students with disabilities placed in general education classrooms focused on these skill areas. The themes described below reflect evidence available to date.

A substantial number of studies have demonstrated that students with and without disabilities interact more frequently in integrated and inclusive settings than in self-contained environments (e.g., Brinker, 1985; Brinker & Thorpe, 1986; Fryxell & Kennedy, 1995). These results have been demonstrated for children in preschool (Guralnick & Groom, 1988; Hanline, 1993; Jenkins, Odom, & Speltz, 1989), elementary school (Cole & Meyer, 1991; Fryxell & Kennedy, 1995), and secondary settings (Kennedy, Shukla, & Fryxell, 1997; McDonnell, Hardman, Hightower, & Kiefer-O'Donnell, 1991). Despite the opportunities created by the presence of students without disabilities in general education settings, multiple demonstrations suggest that without adult intervention, students without disabilities tend to interact more frequently with other nondisabled students than with students with disabilities in social situations (e.g., Faught, Balleweg, Crow, & van den Pol, 1983; Odom & Strain, 1986; Sale & Carey, 1995). Fortunately, many strategies have been used successfully to encourage and maintain ongoing interaction between students with and without disabilities, including the use of communication aids and play organizers (Jolly, Test, & Spooner, 1993), teacher-mediated interaction (Strain & Odom, 1986), and peer-mediated assists (e.g., Brady et al., 1984; Sasso & Rude, 1987).

At least two studies suggest that the number of students with disabilities in the classroom has an impact on the level of social interaction that occurs between students with and without disabilities. In a study at the preschool level, Guralnick and Groom (1988) found that children with disabilities in playgroups with typically developing peers engaged in more peer-related social interaction than those who were in programs that grouped together children with disabilities. The authors emphasized the importance of having adequate numbers of typical peers in play groups, providing some empirical support for the principle of "natural proportions" (Brown et al., 1989). Similarly, McDonnell et al. (1991) found that the number of students with severe disabilities in a school was negatively associated with in-school and after-school integration. Students placed in their home school had significantly higher levels of interaction with typical peers than those enrolled in programs that tend to recruit larger numbers of students with disabilities.

Closely associated with opportunities for social interaction is growth in social competence and communication skills. Studies documenting parental reports of child development have consistently identified improvement in the area of social skills and communication as outcomes associated with participation in an educational program with typical peers (e.g., Bennett, DeLuca, & Bruns, 1997; Guralnick, Connor, & Hammond, 1995; Turnbull, Winton, Blacher, & Salkind, 1982). These gains have also been documented in studies that directly measure performance in these areas. In a 2-year comparison study of students with disabilities in both integrated and segregated settings, Cole and Meyer (1991) found that students in integrated educational placements demonstrated substantial progress on a measure of social competence, encompassing such specific communication and social skills as initiation, self-regulation, choice, and terminating contact. In contrast, comparison of students in segregated settings showed regression in these areas across the 2-year period. Performance gains in these areas have been noted in other placement comparison studies (e.g., Jenkins et al., 1989) as well as in noncomparison studies conducted in inclusive classroom settings (e.g., Hunt, Alwell, Farron-Davis, & Goetz, 1996; Hunt, Staub, Alwell, & Goetz, 1994; Jolly, Test, & Spooner, 1993; Kozleski & Jackson, 1993).

Academic Skill Acquisition for Students with Disabilities. A recent study investigated the level of academic engagement of students with severe disabilities included in the general education classroom for content-area classes by comparing the behavior of students with disabilities to a sample of peers without disabilities in the same settings (McDonnell, Thorson, McQuivey, & Kiefer-O'Donnell, 1997). Despite higher levels of inappropriate classroom behaviors among students with disabilities (e.g., aggression, lack of attention during instruction), there were no significant differences in academic engagement between the two groups of students. While no measures of skill acquisition were reported, these findings are consistent with parent reports that their children are learning material from the general education curriculum as a result of their inclusive placement (Ryndak, Downing, Morrison, & Williams, 1996).

Skill acquisition data in academic areas are more frequently reported in studies that involve the general classroom placement of students with mild disabilities. McDougall & Brady (1998) demonstrated increases in math fluency and engaged time for students with and without disabilities after the introduction of a multicomponent self-management intervention. On a larger scale, there are program models for which substantial performance gains for students with disabilities have been found (e.g., Wang & Birch, 1984) as well as those for which positive gains were evidenced in some, but not all, curricular areas (e.g., Affleck, Madge, Adams, & Lowenbraun, 1988), or for some, but not all, students with mild disabilities (e.g., Zigmond & Baker, 1990). Manset & Semmel (1997) conclude that gains for students *without* disabilities are the most consistent outcome of this body of research, suggesting the potential benefits of blending the instructional expertise of general and special educators for the benefit of all students, while underscoring the need to pay greater attention to specific organizational and instructional practices in heterogeneous classrooms.

The traditional general education classroom, with an emphasis on whole group instruction, is increasingly being viewed as a barrier to the learning of not only students with disabilities but others in the general education classroom who have diverse learning styles. A substantial body of evidence points to instructional groupings that are advantageous for students both with and without disabilities. Wang & Birch (1984) describe the difference in student behavior in a traditionally structured classroom and a classroom designed to accommodate diverse learners (i.e., Adaptive Learning Environments Model (ALEM)). In the ALEM classroom, students were more actively engaged in exploratory and individual activities, spending less time in whole group and teacher-prescribed activities. The small group structuring associated with cooperative learning has been repeatedly demonstrated as academically (e.g., Lew, Mesch, Johnson, & Johnson, 1986; Madden & Slavin, 1983) and socially beneficial for heterogeneous groups of students (Johnson & Johnson, 1981; Johnson, Johnson, & Anderson, 1983; Johnson, Johnson, Tiffany, & Zaidman, 1983). Similarly, small group structures associated with peer tutoring are associated with benefits for students with and without disabilities in a variety of academic areas (e.g., Cohen, Kulik, & Kulik, 1982; Maheady, Sacca, & Harper, 1987; Mathur & Rutherford, 1991; Osguthorpe & Scruggs, 1986).

Several studies have examined the impact of small instructional groups on the skill acquisition of students with more severe disabilities in inclusive settings (Dugan et al., 1995; Hunt et al., 1994; Logan, Bakeman, & Keefe, 1997). Hunt and colleagues (1994) structured cooperative learning groups involving students with severe disabilities and their typical peers. Students with disabilities learned and generalized the skills targeted for them in this instructional context. Their typical peers performed as well as peers assigned to groups that did not have a student with a severe disability as a group member. In a comparison of whole group, one-to-one, individual work, and small group work, similarly positive findings are documented by Dugan et al. (1995). Logan and colleagues (1997) found whole group instruction to be the least favorable context for promoting task engagement of students with severe disabilities. Together, these studies provide some preliminary evidence that the type of instruction currently considered to represent good practice in general education is also, when appropriately structured, conducive to the learning of students with disabilities (Cosden & Haring, 1992).

Social Outcomes for Students with Disabilities. Another powerful rationale for inclusion is that students with disabilities will have the opportunity to develop relationships with peers that evolve into true friendships, carrying over into after school hours. Research has examined friendship outcomes for students with disabilities based upon their educational environments. A direct comparison of the social interactions, social support behaviors, and friendship networks of students placed in general education classrooms with similar students served in self-contained classrooms clearly favored those in inclusive settings (Fryxell & Kennedy, 1995; Kennedy et al., 1997). Students in inclusive environments had more frequent interaction with their peers and larger, more durable networks of peers without disabilities. Furthermore, a positive relationship has been established between the proximity of a student's educational environment to his home and in-school and after-school involvement with peers (McDonnell et al., 1991). Students who were in integrated settings but placed in a cluster program had significantly lower levels of peer involvement than students with disabilities attending their "home" school. These findings again speak to the "best practice" guidelines delineated by Brown and colleagues relative to natural proportion and home school settings (Brown et al., 1989).

Other research about friendship in inclusive settings has been descriptive, providing insight into the types of relationships that develop between students with disabilities and their typical peers. Qualitative investigations describe friendships between students with and without disabilities that show the same variation in relationships and status that one sees in friendships between students without disabilities (Evans, Salisbury, Palombaro, Berryman, & Hollowood, 1992; Staub, Schwartz, Gallucci, & Peck, 1994). This research suggests that differences seen in relationships are influenced by factors not uniquely associated with disability status.

Using multiple methodologies and data sources gathered over a 3-year timeframe, Meyer and her colleagues (1998) also found substantial variations in the social relationships occurring between students with severe disabilities and their peers. They identified six distinct "frames" that characterize the relationships they saw. While some of the relationships observed illustrate undesirable social status, friendships encompassed by the descriptors "just another kid," "regular friends," and "best friends/friends forever" suggest more equitable and mutually rewarding relationships.

Finally, reports from parents of students who are part of general education classrooms indicate that these environments facilitate friendships outside of school (Bennett et al., 1997). Despite pessimistic assumptions held by some, severity of disability has not been found to preclude the formation of social relations and interactions with typical peers. However, the observations of Salisbury and Palombaro regarding successful social relations (1998) do merit attention.

> The potential for social isolation was there, but proactive strategies within a supportive classroom climate seemed sufficient to counterbalance the potentially negative consequences of challenging behaviors and limited expressive capabilities (p. 101).

In a qualitative study of five inclusive elementary schools, Janney and Snell (1996) identified strategies used to facilitate inclusion and interaction. They found that teachers made complex judgments in order to know when to encourage interaction and when to "back off." They used typical peers in various ways to assist and promote interaction. Classroom rules about helping changed. Finally, they modeled the message "just another student" in their talk and actions, implicitly conferring classroom membership status to the student with severe disabilities. In contrast to other methods of promoting friendship and support that focus exclusively on the "identified" students, these teachers used whole-classroom strategies based on cooperation and mutual assistance to create a setting in which all students could be supported.

Adults can also interfere with the development of relationships between students with and without disabilities in the regular classroom. Giangreco, Edelman, Luiselli, and MacFarland (1997) analyzed interactions between students and instructional assistants in 16 classrooms in 11 schools in four States over 2 school years. The finding that instructional assistants maintain *ongoing* physical proximity to students with severe disabilities that they support in the general education classroom has broad implications but is particularly relevant in the area of peer interaction. Observations and comments by staff suggest that, in some cases, the constant proximity of an adult inhibits interaction with peers. When instructional assistants had established good relationships with typical peers, the opposite effect was noted.

At least two approaches have been taken to promote interaction and friendship between students with and without disabilities. Early published reports describe special programs or interventions (e.g., Special Friends) to bring students together, based on the knowledge that contact with people with disabilities positively influences attitudes (Voeltz, 1982). The limitations of this periodic contact outside the ongoing structures and activities of the general education classroom are suggested by two studies. In an early analysis of student interaction in integrated preschools, Guralnick (1981) found that students with mild disabilities were more socially integrated than those with more significant differences. However, these students were members of the same class, while other students were integrated for only select activities. Hanline (1993) commented, "It may be that the shared experiences created by full inclusion provide the foundation for more social integration" (p. 33). Schnorr (1990) observed and talked with middle schoolers in an effort to understand their perception of a "part time" mainstreamed student. In the eyes of the typical students, these part-time students did not "belong" to the class because they did not share in the school experiences that, for these children, defined what it meant to be in middle school. Students with disabilities found it difficult to "connect" with peers because they did not participate in extracurricular activities, lacked membership in subgroups and partnerships established outside the classroom, and lacked the time to form connections due to receiving special instruction during times when their peers typically socialized.

More recent efforts to promote friendship are embedded within the context of the ongoing school and classroom routine. These strategies attempt to encourage natural relationships between students and their peers in these shared settings. In a second investigation of the elusive concept of membership and belonging, Schnorr (1997) found that in middle and high school classes, student membership and belonging depend upon developing an affiliation with a subgroup of peers within the class. In her study of students with disabilities in four classes, she observed that some students were successful in connecting with a subgroup, while others were not.

Impact on Students without Disabilities

A frequent concern about the involvement of students with disabilities in general education classrooms is that their presence will be detrimental to other students in the class. Many early investigations of the impact of students with disabilities on the developmental progress of typical students were conducted in preschool programs involving students with varying degrees and types of disabilities. Studies consistently demonstrated that the development of typically developing children did not decelerate (e.g., Bricker, Bruder, & Bailey, 1982; Odom, Deklyer, & Jenkins, 1984) as a function of the diversity of children in the classroom. Among school-aged students, consistent results have been obtained (Sharpe, York, & Knight, 1994), although the research is sparse in this area. Measurement issues (i.e., the questionable sensitivity of standardized academic and behavioral measures typically used by schools) complicate this type of investigation.

Several studies have examined this issue from a different perspective, seeking to investigate concerns that students with disabilities require a disproportionate amount of teacher attention and therefore take away from the educational opportunities for other students. In the Johnson City School District, an investigation focused on the use of instructional time compared the teacher's use of time in classrooms with and without students with severe disabilities (Hollowood, Salisbury, Rainforth, & Palombaro, 1995). Results indicated no difference in engagement rates between classrooms, suggesting no negative impact on instructional opportunities. Similar findings are reported by McDonnell et al. (1997) in another direct comparison of classrooms with and without students with severe disabilities.

Examining this issue from yet another perspective, skill acquisition of typical students who are involved in small instructional groups containing a student with a severe disability has been examined by Dugan et al. (1995) and Hunt et al. (1994). In each case, the nondisabled students and the students with disabilities who were part of small cooperative groups demonstrated academic gains. In contrast, mixed results were obtained by O'Connor and Jenkins (1996) in a study focused on cooperative groups comprising typical students and students with mild disabilities in grades 3 through 6. While some groups were successful, others were not. Factors such as partner selection, teacher monitoring, and the establishment of a cooperative ethic appeared to influence the outcomes. Clearly, structure and support are essential to the success of these arrangements, and more research is needed to clarify critical organizational elements.

Finally, data from at least one study are available to respond to the concern that typical students will model inappropriate behavior exhibited by some students with disabilities. In a year-long observational study in an inclusive elementary classroom, Staub and colleagues (1994) did not find evidence to substantiate this fear.

Much of the research documenting positive outcomes for typically developing students has been survey research in which students themselves are the respondents (e.g., Helmstetter, Peck, & Giangreco, 1994; Kishi & Meyer, 1994; Peck, Donaldson, & Pezzoli, 1990). Benefits described by students revolve around several themes, including improvement in self-concept, growth in social cognition, and reduced fear of human differences (Peck et al., 1990). These results are corroborated in studies based on parental reports of child outcomes (e.g., Giangreco, Edelman, Cloninger, & Dennis, 1993; Miller et al., 1992). Furthermore, benefits associated with relationships with peers with disabilities have been found to persist far beyond the time that students are actively involved with each other (Kishi & Meyer, 1994).

The inclusion of students with disabilities in general education classrooms stimulates activities, opportunities, and experiences that might not otherwise occur within that classroom. In a review of various program models designed to support students with mild disabilities in regular classrooms, Manset and Semmel (1997) write that the most consistent positive result across program models is gains for nonidentified students. This suggests that some of the instructional strategies and organizational approaches typically introduced into the general education setting for the purpose of supporting identified students actually yield academic benefits for a far wider range of students.

Students with disabilities also create the opportunity to engage typical students in dialogues around issues that might otherwise go untouched within the scope and sequence of the curriculum. In the context of providing ongoing accommodations, issues about fairness and equity naturally arise. Qualitative investigations of classrooms in which these issues were actively raised and discussed have been associated with the acquisition of sophisticated social cognition skills by students without disabilities. In one such study (Evans, Salisbury, Palombaro, & Goldberg, 1994), even students in kindergarten exhibited highly sophisticated concepts of fairness and could articulate principles of equal treatment. In this same school, teachers successfully taught elementary-aged students to use a collaborative problem-solving process to eliminate barriers to various issues related to the inclusion of students with disabilities (Salisbury, Evans, & Palombaro, 1997). Children successfully assumed the role of problem-solver, identifying solutions to address physical, social, academic, and staffing problems associated with students included in their classrooms. While these skills and values may have been learned through other experiences, they were a vital and recurring part of these classrooms as a result of the naturally occurring situations that arose in the course of supporting students with a wide range of skills within the general education setting.

A final observation relative to this theme relates to a finding by York & Tundidor (1995), generated in their discussions with typical students. Students reported a willingness to do far more than they were asked to do by adults in initial efforts to include students with disabilities in general education classes. The presence of these students creates opportunities for others to serve in roles or assume responsibilities that were previously not available. Clearly, some are willing to take advantage of these opportunities and may experience considerable personal growth as a result.

Educational Environment by Disability

Each year, States report to OSEP by age group and by disability the number of students served in a variety of educational environments, as defined in table III-1. The placement categories are designed to reflect the extent to which students with disabilities are served in schools and classes with their nondisabled peers. In 1996-97, 5,738,632 children ages 3 through 21 with disabilities received services in a variety of educational environments, from full-time general education classes to residential facilities (see table III-2). The largest percentage of students with disabilities (46 percent) received special education and related services outside the regular class for less than 21 percent of the school day. An additional 27 percent received services outside the regular class for 21 to 60 percent of the day, and 22 percent received special education and related services outside the regular class for more than 60 percent of the school day. More than 95 percent of students with disabilities were served in regular school buildings. Of the remaining students, 3 percent were served in public or private separate day schools, less than 1 percent were served in homebound/hospital environments, and less than 1 percent were served in public or private residential facilities (see table III-2). From 1995-96 to 1996-97, the number of students receiving services outside the regular class for less than 21 percent of the

Table III-1
OSEP Placement Categories and Definitions

Special education outside the regular class less than 21 percent of the day. Unduplicated number of children and youth with disabilities receiving special education and related services outside the regular class for less than 21 percent of the school day.

Special education outside the regular class at least 21 percent of the day and no more than 60 percent of the day. Unduplicated number of children and youth with disabilities receiving special education and related services outside the regular class for at least 21 percent but no more than 60 percent of the school day.

Special education outside the regular class more than 60 percent of the day. Unduplicated number of children and youth with disabilities receiving special education and related services outside the regular class for more than 60 percent of the school day.

Public separate facility. Unduplicated number of children and youth with disabilities receiving special education and related services for greater than 50 percent of the school day in public separate facilities.

Private separate facility. Unduplicated number of children and youth with disabilities receiving special education and related services for greater than 50 percent of the school day in private separate facilities.

Public residential facility. Unduplicated number of children and youth with disabilities receiving special education and related services for greater than 50 percent of the school day in public residential facilities.

Private residential facility. Unduplicated number of children and youth with disabilities receiving special education and related services for greater than 50 percent of the school day in private residential facilities.

Source: U.S. Department of Education, Office of Special Education Programs. *OSEP IDEA, Part B Data Dictionary, 1998.*

school day increased by 3.8 percent from 2,554,635 to 2,651,394; the percentage served in public separate day schools for students with disabilities decreased by 1.7 percent, from 131,785 to 129,578.[1]

Although the overwhelming majority of children with disabilities were served in regular school buildings, placement in regular schools varied considerably by disability (table III-3). More than 90 percent of students ages 6-21 with speech or

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[1] Since States and Outlying Areas may update previously reported data as necessary, the data reported here may differ from those included in prior annual reports.

Table III-2

Number and Percentage of Students Ages 3 Through 21 with Disabilities Served in Different Educational Environments: 1996-97

	1996-97	
Environment	Number	Percentage
Regular Class	2,651,394	46.2
Resource Room	1,534,941	26.7
Separate Class	1,285,626	22.4
Public Separate School Facility	129,578	2.3
Private Separate School Facility	61,260	1.1
Public Residential Facility	22,479	0.4
Private Residential Facility	14,828	0.3
Homebound/Hospital Placement	38,526	0.7
Total Children	5,738,632	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

language impairments (99.6 percent), specific learning disabilities (99.1 percent), mental retardation (93.1 percent), other health impairments (93.1 percent), and orthopedic impairments, (92.7 percent) were served in regular school buildings. Students with deaf-blindness (64 percent) and multiple disabilities (70.5 percent) were least likely to be served in regular schools with their nondisabled peers.

There was also considerable variation by disability in placements within regular school buildings. The majority of students with speech or language impairments (88.6 percent) were served outside the regular class less than 21 percent of the school day as were large percentages of students with visual impairments (48.3 percent), specific learning disabilities (43.1 percent), orthopedic impairments (41.6 percent), other health impairments (41.3 percent), and hearing impairments (37.6 percent). Substantial percentages of students with specific learning disabilities (38.9 percent) and other health impairments (34.5 percent) received special education and related services outside the regular class 21 to 60 percent of the day. The majority of students with mental retardation (54.2 percent) and autism (53.1 percent) were served outside the regular class for more than 60 percent of the day as were large percentages of students with multiple disabilities (44.4 percent), deaf-blindness (38.1 percent), emotional disturbance (35.3 percent), and traumatic brain injury (30.6 percent).

Table III-3
Number and Percentage of Students Ages 6 Through 21 Served in Various Educational Environments Under IDEA, Part B by Disability on December 1, 1996

	Served Outside the Regular Class					
Disability	0-21% of the Day	21-60% of the Day	More Than 60% of the Day	Separate Facility	Residential Facility	Home-bound/ Hospital
Specific Learning Disabilities	43.1 (1,146,168)	38.9 (1,035,406)	17.1 (454,822)	0.7 (9,542)	0.1 (3,442)	0.2 (4,679)
Speech or Language Impairments	88.6 (927,727)	6.6 (68,794)	4.4 (46,110)	0.3 (3,365)	0.0 (344)	0.1 (726)
Mental Retardation	10.5 (62,248)	28.4 (168,516)	54.2 (321,132)	5.9 (34,706)	0.5 (3,056)	0.5 (2,932)
Emotional Disturbance	22.5 (99,956)	23.3 (103,352)	35.3 (156,759)	13.7 (60,756)	3.7 (16,210)	1.5 (6,603)
Multiple Disabilities	9.5 (9,894)	16.6 (17,252)	44.4 (46,194)	24.0 (25,026)	3.1 (3,181)	2.5 (2,552)
Hearing Impairments	37.6 (25,613)	18.4 (12,531)	26.6 (18,160)	7.6 (5,155)	9.5 (6,474)	0.4 (282)
Orthopedic Impairments	41.6 (27,428)	20.4 (13,430)	30.7 (20,230)	5.0 (3,286)	0.2 (148)	2.3 (1,486)
Other Health Impairments	41.3 (68,522)	34.5 (57,319)	17.3 (28,675)	1.6 (2,666)	0.2 (361)	5.1 (8,420)
Visual Impairments	48.3 (12,523)	19.3 (4,993)	17.6 (4,572)	5.8 (1,506)	8.4 (2,167)	0.6 (159)
Autism	14.3 (4,897)	11.7 (4,011)	53.1 (18,240)	18.5 (6,365)	1.9 (659)	0.6 (192)
Deaf Blindness	14.1 (213)	11.8 (178)	38.1 (575)	19.9 (230)	14.6 (221)	1.5 (23)
Traumatic Brain Injury	28.8 (3,049)	26.1 (2,758)	30.6 (3,240)	10.4 (1,110)	1.6 (173)	2.5 (260)
All Disabilities	45.7 (2,388,228)	28.5 (1,488,540)	21.4 (1,118,709)	3.1 (158,705)	0.7 (36,436)	0.5 (28,314)

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Educational Environment by Age Group

Educational environments also varied by age group, with younger children more likely to receive services in regular school buildings and regular classes (table III-4). More than 50 percent of children ages 3 through 5 with disabilities received services

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Table III-4
Number and Percentage of Students Ages 3 Through 21 Served in Different Educational Environments by Age Group: 1996-97

Age Group	Served Outside the Regular Class			Separate School	Residential Facility	Home-bound/ Hospital Placement
	0-21% of the Day	21-60% of the Day	More Than 60% of the Day			
Age 3-5	50.9 (263,156)	9.0 (46,401)	32.3 (166,917)	5.7 (29,275)	0.2 (871)	2.0 (10,212)
Age 6-11	55.6 (1,475,507)	24.0 (636,219)	18.1 (479,222)	1.9 (51,296)	0.2 (6,318)	0.2 (6,205)
Age 12-17	36.2 (839,517)	34.2 (793,062)	24.4 (564,229)	3.8 (87,101)	1.0 (24,360)	0.8 (18,792)
Age 18-21	29.1 (73,214)	27.5 (69,259)	29.9 (75,258)	10.0 (25,166)	2.3 (5,758)	1.3 (3,317)
Total, 3-21	46.2 (2,651,394)	26.7 (1,534,941)	22.4 (1,285,626)	3.3 (190,838)	0.7 (37,307)	0.7 (38,526)

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

outside the regular class for less than 21 percent of the time.[7] An additional 9 percent received services outside the regular class for 21 to 60 percent of the time, and 32 percent received services outside the regular class for more than 60 percent of the time.

The majority of children in the 6 through 11 age group (56 percent) received services outside the regular class for less than 21 percent of the day. An additional 24 percent received services outside the regular class for 21 to 60 percent of the day, and 18 percent were served outside the regular class for more than 60 percent of the day.

Students ages 12 through 17 were fairly evenly distributed among the three regular school building placements. Thirty-six percent, 34 percent, and 24 percent received services outside the regular class 0-21 percent, 21-60 percent, and more than 60 percent of the school day, respectively.

The largest percentage of students ages 18 through 21 received special education and related services outside the regular class for more than 60 percent of the school day (29.9 percent). Smaller percentages of students in this age group (29.1 percent and

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[7] Children 3 through 5 do not have a typical 5- or 6-hour school day, so percentages are based on the amount of time they receive services.

27.5 percent, respectively) received services outside the regular class for 0-21 percent and 21-60 percent of the school day.

Summary

This module summarized literature on the outcomes of inclusive schooling practices for students with and without disabilities and presented data on the number and percentage of students with disabilities served in different educational environments. Findings from previous research suggest that social interactions between students with and without disabilities are enhanced when students with disabilities are served in regular classes, particularly if teachers use deliberate techniques to promote interaction. Some students with disabilities in general education classes exhibited improved social and academic skills. Changes in instructional strategies designed to address the needs of students with disabilities were cited as beneficial for many students who had not been identified as eligible for special education services.

Over 95 percent of students with disabilities received special education services and related services in regular school buildings, and 46 percent were removed from regular classes for less than 21 percent of the school day. This varied considerably by disability and age group. Students with speech and language impairments were most likely to receive services primarily in regular classes. Elementary-aged children were more likely than secondary-aged children to receive services outside the regular class for less than 21 percent of the school day.

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SCHOOL DISCIPLINE AND STUDENTS WITH DISABILITIES

When students with disabilities are involved in misconduct, implementation of discipline policies can be perceived as complex because of laws designed to protect these students' civil rights. Prior to 1975, an estimated 1 million students with disabilities were excluded from public elementary and secondary schools on the basis of their disability. Public Law 94-142 included due process protections to guard against further exclusion of students with disabilities on the basis of disability. In *Honig v. Doe*, the Supreme Court found that "Congress very much meant to strip schools of the unilateral authority they had traditionally employed to exclude disabled students, particularly emotionally disturbed students, from school." One of the limits to this authority, the "stay-put" provision, was interpreted by the Court to require that students remain in their current educational placement during due process proceedings. Districts seeking to change the educational placement of a student with a disability against the parent's will could seek a court order but could not unilaterally remove the student from school for more than 10 days. In the past 20 years, case law has defined suspensions or expulsions of more than 10 days in a school year as a change of educational placement subject to the IDEA stay-put provision.

Recent education policy reflects an attempt to balance the rights of students with disabilities to a free appropriate public education with the rights of students to an educational environment that is safe and conducive to learning. This module describes Federal policies regarding discipline and students with disabilities, summarizes available research relevant to those policies, and outlines the discipline provisions enacted in the IDEA Amendments of 1997.

In recent years, the stay-put provision has been perceived as conflicting with goals for safe and drug-free schools by limiting the authority of school personnel to unilaterally remove students with disabilities from school for disciplinary infractions without regard for the nature of the disability or the appropriateness of behavioral interventions. Furthermore, anecdotal evidence suggests that students with disabilities continue to receive services in general education classes and schools after committing dangerous acts because of the protections awarded in IDEA, while nondisabled students are suspended or expelled for similar misconduct. The perception of a double standard has raised concern about the fairness of school discipline policies for students with disabilities (Egnor, 1996). In one qualitative study, many teachers and administrators indicated that students with disabilities should be subject to "the same disciplinary actions as other students." Some speculated that students with individualized education programs (IEPs) were aware of differences in disciplinary procedures and took advantage of the protections afforded by their special status (Butera, Klein, McMullen, & Wilson, 1998).

These perceptions raise two questions that are relevant to policy. First, to what extent are students with disabilities actually engaged in misconduct, particularly acts that are a threat to themselves or others? Second, to what extent are students with disabilities excluded from school through suspension or expulsion, as a result of misconduct?

School Misconduct/School Discipline for Students with Disabilities

Under contract with the U.S. Department of Education, the Research Triangle Institute (RTI) conducted a study of misconduct and discipline for students with disabilities using extant data from States and districts. The study found that most States did not collect the data necessary for assessing the extent or type of misconduct by students with disabilities or the disciplinary actions resulting from that misconduct. IDEA due process hearings around issues of misconduct were rare, as were court injunctions to remove dangerous students from school pending an IEP meeting. Suspension of students with disabilities was quite common, especially for males and for students with emotional disturbance. Almost 28 percent of all special education students who were suspended or expelled had emotional disturbance, while less than 9 percent of all special education students had emotional disturbance. Males were more likely than females to be suspended or expelled, and the gender discrepancy was greater among students with disabilities than for the entire school population (Fiore & Reynolds, 1996). However, this discrepancy may be attributable to the disproportionate representation of males in special education.

The researchers concluded that students with disabilities were suspended and expelled at rates that exceeded their proportion in the school population (Fiore & Reynolds, 1996). This finding was supported by a Kansas study, which found that students with disabilities were suspended/expelled at twice the rate of their nondisabled peers (Cooley, 1995). However, data from the 1994 Office for Civil Rights (OCR) *Elementary and Secondary School Compliance Reports* did not support this finding. Although disproportion was evident in a few States, an estimated 6.2 percent of students with disabilities nationwide were suspended for at least 1 day in 1994 compared to 7.2 percent of all students (U.S. Department of Education, 1994).

Findings on the use of corporal punishment were also discrepant. Data from OCR (1994) show that approximately 0.7 percent of students with disabilities were subject to corporal punishment compared with 1.1 percent of students overall (see table III-5). This finding contrasts with the findings of a study of 4,391 discipline records from nine Florida schools (McFadden, Marsh, Price, & Hwang, 1992). In that study, 56 percent of students with disabilities caught fighting received corporal punishment, compared to 36 percent of nondisabled students.

Table III-5

Number and Percentage of Students with Disabilities Subject to Different Types of School Discipline: 1994

	All Students		Students with Disabilities	
	Number	Percent	Number	Percent
Students suspended more than 1 day	3,078,314	7.2	288,508	6.2
Students subject to corporal punishment	470,683	1.1	30,541	0.7

Source: U.S. Department of Education, Office for Civil Rights. (1994). *Elementary and secondary school Civil Rights compliance reports.* Washington, DC: Author.

With regard to the types of misconduct committed, Fiore and Reynolds (1996) estimated that 80 percent of reported incidents involving students with disabilities were fights or general misconduct. Weapons offenses accounted for 6 percent of all reported misconduct for students with disabilities and 5 percent of misconduct overall. The vast majority of weapons offenses involved possession or concealment as opposed to use.

McFadden et al. (1992) found that defiance of school authority (27 percent), bothering others (20 percent), fighting (15 percent), and unacceptable physical contact (8 percent) were the most common offenses for students with disabilities. Defiance of authority, fighting, and bothering others were also common among nondisabled students. However, 12 percent of nondisabled students were disciplined for truancy, a form of misconduct that was rare for students with disabilities.

Cooley (1995) found no differences in the types of misconduct leading to suspension/expulsion of students with and without disabilities. For all students, disobedience, altercations with other students, disrespect, and smoking were the most frequent forms of misconduct leading to suspension/expulsion. Incidents involving weapons and drugs were far less common. Of those students with disabilities who were suspended/expelled, 3 percent were suspended/expelled for a drug offense, 2 percent for possessing a gun, and 2 percent for possessing a knife. These percentages were very similar to the percentages for students without disabilities.

Discipline Provisions of the IDEA Amendments of 1997

The 1997 Amendments contain exception to the stay-put provision; the exception states that if a student with a disability brings a weapon to school, commits a drug offense, or a hearing officer determines that the district has demonstrated by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the child or others, the student may be placed immediately in an interim alternative educational setting (AES) for up to 45 days. The student's IEP team and, in the case of a hearing, the hearing officer, are given the authority to determine an appropriate interim AES. This policy gives local administrators the authority to unilaterally change a student's educational placement under certain circumstance but also provides protections for students. Students placed in an interim AES are guaranteed access to the general education curriculum, continuation of IEP-specified services, a functional behavioral assessment, and implementation of positive strategies to address behavior.

Under Section 615(k)(1)(A)(ii) and (B):

> (A) School personnel . . . may order a change in the placement of a child with a disability--(ii) to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days if--(I) the child carries a weapon to school or to a school function . . . ; or (II) the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function . . . [I]f the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension . . . , the agency shall convene an IEP meeting to develop an assessment plan to address that behavior; or (ii) if the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary, to address the behavior.
>
> A hearing officer under this section may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 days if the hearing officer--(A) determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of such child is substantially likely to result in injury to the child or to others . . . .

The IDEA Amendments of 1997 require that States report to the Secretary each year the number of students with disabilities removed to interim educational settings, the acts precipitating those removals, and the number of students with disabilities subject to long-term suspension or expulsion. Those requirements indicate that:

> Each State . . . shall provide data each year to the Secretary . . . on . . . (I) the number of children with disabilities, by race, ethnicity, and disability category, who under subparagraphs (A)(ii) and (B) of section 615(k)(1), are removed to an interim alternative educational setting; (II) the acts or items precipitating those removals; and (III) the number of children with disabilities who are subject to long-term suspensions or expulsions . . . . (§618(a)(1)(A)(vii))

States will begin reporting these data in 1998-99. The IDEA Amendments of 1997 also require that States examine "data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities--(i) among local educational agencies in the State; or (ii) compared to such rates for nondisabled children within such agencies." (§612(a)(22)(A))

Nowhere in the provisions of IDEA or in other Federal statutes do lawmakers specifically recognize students with disabilities as likely victims of school violence and misconduct. Research suggests that individuals with mental retardation are vulnerable to psychological and physical abuse (Edgerton, 1981; Halpern, Close, & Nelson, 1986); adolescent males with learning disabilities are more likely than their peers without disabilities to be victims of crime (Bryan, Pearl, & Herzog, 1989); and youth with emotional disturbance who exhibited low personal/social skills were more likely than other youth with disabilities to be victimized during their school careers (Doren, Bullis, & Benz, 1996).

Summary

The IDEA Amendments of 1997 sought to clarify the relationship between the right to a safe learning environment and the rights of students with disabilities to a free appropriate public education. Limitations in available data preclude a thorough assessment of the extent to which students with disabilities are subject to long-term suspension or expulsion. In fact, it is not clear whether students with disabilities are more likely than students without disabilities to engage in serious misconduct or to be suspended from school. The IDEA Amendments of 1997 require States to report the number of students with disabilities subject to long-term suspension/expulsion and removed to AESs for disciplinary reasons. States will begin reporting these data to the Office of Special Education Programs in 1998-99.

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PREPARING TEACHERS TO SERVE STUDENTS WITH VISUAL IMPAIRMENTS[1]

Administrators of schools and agencies that provide services to persons with visual impairments have raised concerns about the growing shortage of teachers for children with visual impairments, orientation and mobility (O&M) instructors, and rehabilitation teachers[2] (Wiener & Joffee, 1993). Chronic shortages of trained personnel have been well documented in the literature (Head, 1989; Hunter, 1994; Silberman, Corn, & Sowell, 1996). Although the personnel shortfall affects students with visual impairments in all parts of the country, the impact appears to be greatest in rural areas, where the nearest teacher trained in visual impairments may be in a remote location or hundreds of miles away.

The personnel shortage is influenced by several factors, including limited public awareness of the field,. specialized requirements such as Braille and hand-sign language that are not routinely taught in special education training programs, and the relatively low number of training programs designed specifically for vision specialists. The last factor may be particularly important: In recent years, more visual impairment training programs have closed than have opened (Corn, Ferrell, Spungin, & Zimmerman, as cited in NASDSE, 1997). The low number of training programs in the visual impairment field suggests that the personnel shortage will not lessen in the near future. The Office of Special Education Programs (OSEP) has joined with university researchers and other agencies to develop innovative programs that are designed to reduce the shortage of teachers for students with visual impairments.

This module first describes the population of students served by visual impairment specialists and looks briefly at some of the factors that contribute to the shortage of teachers in this field. The second section of the module examines training programs in the field and its specialty areas, such as deaf-blindness and O&M, and the third section discusses licensure issues. The final section presents initiatives aimed at reducing the shortages of teachers for students with visual impairments, with an emphasis on OSEP-funded research and personnel preparation projects.

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[1] The term "visual impairments" will be used throughout this module to describe students who are blind or deaf blind, or who have low vision

[2] Because rehabilitation teaching in visual impairments involves working with persons with adult onset blindness, this specialty area is less relevant to students with visual impairments and is not treated in depth here

Students Served by Visual Impairment Specialists

The population of students served by visual impairment specialists is quite varied and includes those who have low vision or those who are blind or deaf-blind. Students with multiple disabilities that include visual impairments or deaf-blindness may be reported under those categories or under the multiple disabilities category. In addition, noncategorical reporting affects the number of children reported as receiving services for visual impairments.

All States use noncategorical reporting methods for children ages birth through 2, and States now have the option of using the developmental delay category for children ages 6 through 9; Data on disability category are not collected for children ages birth through 5. Five States allow noncategorical reporting beyond age 5: Idaho (through age 9) Iowa and Massachusetts (through age 21), Minnesota (through age 6), and Virginia (through age 7) (NECTAS, 1998). Categorical reporting of students ages 6-21 with visual impairments also varies across States. For example, in 1995-96, Michigan and Wyoming reported school-aged children with deaf-blindness in the hearing impairments category.

These reporting differences make it difficult to determine accurately how many children need special education and related services for visual impairments. This is an important issue because the number of children reported as receiving services under a given disability category is often one of the key determinants of funding priorities for preservice and in-service training.

In 1997-98, 26,070 students ages 6 through 21 were reported as receiving services for visual impairments under IDEA. An additional 1,463 students were reported as receiving services under the deaf-blind category. It is unclear how many children with visual impairments were reported noncategorically or under different categories for the 1997-98 school year.

Factors Contributing to the Shortage of Visual Impairment Teachers

Several factors that may contribute to the shortage of teachers for students with visual impairments were mentioned briefly in the introduction to this module. One such factor is the status of visual impairments as a low-incidence disability. Because public awareness of low-incidence disabilities is often limited, potential students usually are not aware of and thus do not consider careers in the field (Mazzocco et al., 1992).

Students who do enter the visual impairments field soon learn that they have a number of career opportunities beyond classroom teaching, including adult rehabilitation, program administration, and university teaching. This is another factor in the shortage of teachers for 6- through 21-year-olds with visual impairments. Wiener, Fauver, and Schwartz (1995) conducted a study of persons employed in the visual impairments field across the United States and Canada. The 440 respondents were virtually all degreed professionals, with almost 84 percent holding a master's or doctoral degree. In addition, many had degrees specific to the visual impairments field: 25 percent held degrees in O&M, 9.3 percent in rehabilitation teaching, and 13 percent in special education, including the visual impairments specialty. The researchers found that although the largest percentage of their respondents were employed primarily as teachers of students with visual impairments, that percentage was only 27.7 percent. Twenty percent of the respondents worked in the O&M field, and almost 19 percent worked in administration. It is clear that at least in this sample, less than one-third of professionals in the visual impairments field were working primarily as teachers for students ages 6 though 21. The remaining respondents either worked in multiple settings or did not respond to the question.

Another possible factor in the teacher shortage is that the specialized skills required for teaching subgroups of students with visual impairments, such as Braille and hand-sign language, are not taught in typical special education training programs (Mazzocco et al., 1992). Learning these skills requires some degree of specialization during training. Special education teachers without such skills may not be able to teach students with visual impairments as effectively as teachers who do have these skills.

A final factor that contributes to the shortage of teachers for students with visual impairments is the relative lack of training programs in the visual impairments field. This aspect of the teacher shortage is best examined by looking individually at the different programmatic areas of training in the visual impairments arena: blindness and low vision, deaf-blindness, O&M,[1] and rehabilitation training. The next section of this module examines the availability of teacher training programs in the visual impairments field, including blindness and low vision, deaf-blindness, and O&M. The extent of the teacher shortage in each specialty area is also addressed.

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[1] O&M specialists teach students independent travel skills, including the use of a long cane and residual vision, sensory skills, concept development, street crossings, route planning, and traveling by mass transportation.

Teacher Training Programs

Although the visual impairments field can be divided into several discrete areas of training, in many cases there is an overlap in program requirements and instruction. In addition, some programs incorporate visual impairment programs into their severe disabilities or multiple disabilities programs. There are often not clear lines between visual impairments training programs and other special education training programs or between the various visual impairments specialty programs themselves. This makes it difficult to determine how many visual impairments teacher training programs there are and how many graduates they produce.

There are 1,200 colleges and universities that graduate 500,000 students each year in the field of education (Doyle, as cited in McLetchie & MacFarland, 1995), but only a handful of these schools have programs in blindness and low vision, deaf-blindness, or O&M. Within the visual impairments field, there is disagreement as to the exact number of teacher training programs. According to one study (Corn, Ferrell, Spungin, & Zimmerman, as cited in NASDSE, 1997), there are 26 programs in 19 States that meet the standards established by the American Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). These standards are stringent; perhaps the most binding is the requirement that programs have at least one full-time faculty member dedicated solely to visual impairments. Of the 26 programs that meet AER standards, 16 received OSEP funding, and 12 prepared graduates eligible as both vision and O&M specialists. However, the National Clearinghouse for Professions in Special Education (1997a) lists 51 colleges or universities with programs in visual impairments. At three of the schools, the highest degree offered is an associate degree, for specialized paraprofessional training in the field of blindness. Ten colleges or universities offer programs in deaf-blindness (McLetchie & MacFarland, 1995).

The shortage of visual impairments specialists appears to be multilevel, with low numbers entering the field at the bachelor's, master's, and doctoral levels (Bowen & Stearns, 1994; Head, 1989; Pierce & Smith, 1994). The shortfall is also apparent at the faculty level in colleges and universities. Silberman, Corn, and Sowell (1996) surveyed faculty members in the field of visual impairments to determine whether there were enough doctorate-level faculty members to train the needed number of classroom teachers at the bachelor's and master's levels. They surveyed 34 preparation programs for teachers of children with visual impairments, O&M instructors, and rehabilitation teachers.

Of the 69 faculty members who responded to the survey, only 28 reported spending their time in one specialization area, and 14 respondents reported spending at least half of their time in disability areas other than visual impairments. Fifty-nine of the respondents planned to remain in the field for the next 5 years, five planned to retire, and five were unsure of their plans. Furthermore, 21 believed their positions would be filled when they retired, 5 anticipated that they would not be replaced, and 43 were unsure of the future status of the position. At the time of the study, only 2 of the 32 programs surveyed were in the process of hiring a full-time faculty member, and neither program had received any applications from people with doctorates in the applied areas. The study results led the authors to conclude that "the future of the programs continues to be threatened" (Silberman et al., 1996, p. 121).

Orientation and Mobility Programs

Wiener and Joffee (1993) surveyed student enrollment in O&M programs and found somewhat more promising results. In 1990, 186 students were enrolled in O&M programs, which the authors claim is an increase from 1985 enrollment levels. The rise is attributed in part to a cooperative student recruitment effort between AER and the Affiliated Leadership League of the Blind. The collaboration included innovative approaches to facilitating completion of required coursework, the strengthening of accreditation standards, and a video marketing effort. Weiner and Joffee (1993) believe that cooperative and innovative teamwork between these agencies and teacher training programs holds significant promise for effective solutions to the orientation and mobility teacher shortages.

Deaf-Blind Programs

In 1967, in response to the rubella epidemic of 1964-65 that resulted in more than 5,000 children being born with combined hearing and vision losses, the Federal government funded 10 Deaf-Blind Centers (Heumann, 1994; McLetchie, 1995). The Centers and Services for Deaf-Blind Children Program was established a year later. These programs served as the primary resource for direct services and personnel training for children with deaf-blindness, producing more than 100 graduates in this specialty area per year in the late 1960s and the 1970s. Most of those graduates became teachers for students with deaf-blindness, and some became administrators of the deaf-blind centers (McLetchie & MacFarland, 1995). The program was later amended to maintain direct services for children who are not served under a State-service mandate, provide technical assistance to improve services, and fund projects of research, innovation, development, and demonstration to improve knowledge and practices (Heumann, 1994).

However, significant changes within the field have made the task of addressing the needs of children with deaf-blindness more difficult in recent years. One such change, the geographic dispersion of the children receiving services, is due to inclusive programming. In 1983, the 215 children receiving services for deaf-blindness in Maine, New Hampshire, Massachusetts, and Connecticut were served in 29 school buildings. In 1992, 267 children in these States were receiving services but in 218 different programs or sites (Collins, as cited in McLetchie & MacFarland, 1995). Yet the supply of qualified teachers needed to provide a quality education for children who are deaf-blind has become critically limited (Heumann, 1994).

State Licensure Requirements

The shortage of teachers for students with visual impairments may be exacerbated by a lack of standardization in State licensure requirements. Teacher training requirements vary by program and are often influenced by State department of education guidelines. Licensure qualifications also vary by State and may differ depending on whether a teacher enters the field of general visual impairments, O&M, or deaf-blindness. Forty-five States have specific requirements for individuals who seek to become visual impairment specialists. These States require that teachers either meet State licensure requirements in visual impairments or first meet the general special education licensure requirements and then take additional coursework to obtain an endorsement in visual impairments. Five States offer only generic or noncategorical licensure, which may have implications for children who need highly specialized services (National Clearinghouse for Professions in Special Education, 1997b).

DuPass and Fazzi (1996) found that of the 41 States responding to a survey about O&M licensure requirements, only 17 required O&M specialists to meet specific qualifications for employment. In most of those States, minimum qualifications included completion of an undergraduate or graduate program in O&M, AER certification as an O&M specialist, or both. These researchers also learned that in many of the States that do not have statewide qualifications for O&M specialists, local school districts, State schools for the blind, or private agencies that provide O&M services on a contract basis have established their own employment qualifications. In some cases, those qualifications were as stringent as those established by departments of education in other States. However, it is clear that although most States have established some form of minimum qualifications for visual impairment specialists, those qualifications can vary considerably by State.

Efforts To Produce More Qualified Teachers for Students with Visual Impairments

The shortage of teachers for students with visual impairments requires innovative, collaborative efforts between OSEP and other agencies. This section of the module highlights OSEP's partnership with the Council for Exceptional Children (CEC), the American Foundation for the Blind (AFB), and Texas Tech University as well as other OSEP research investments aimed at helping ensure an adequate supply of qualified teachers for students with visual impairments. The AFB's national agenda, reflecting the changes needed in teacher training and strategies to help bring about those changes, is also discussed.

OSEP's Research and Training Initiatives

In 1997, OSEP awarded a 2-year grant to a consortium composed of the CEC, the AFB, and Division 17 of the Association for the Education of the Blind and Visually Impaired to conduct a national needs assessment and develop the National Plan for Training Personnel to Serve Children with Blindness and Low Vision (NPTP). Information on the NPTP can be found at *www.cec.sped.org/nptp.html.* Needs assessment data were collected through a national survey of teachers and field-based specialists and through telephone surveys, focus groups, and literature reviews. A national advisory board and other key stakeholders were involved in a strategic planning session and a series of followup consensus-building activities as well. The goal of the project was to reach consensus regarding national needs and problem-solving methods in the recruitment and preparation of teachers for students with visual impairments. The plan is scheduled for dissemination in early 2000.

In addition to the NPTP project, in 1999 OSEP was funding a number of other preservice and inservice training grants in the visual impairments field. Recognizing that personnel shortages "have created continuing demands for creative, practical, and productive personnel programs" (Spooner, Spooner, Algozzine, & Jordan, 1998, p. 122), OSEP has made particular investments in distance learning programs. Distance learning involves the separation of the learner from the instructor in location and in some instances time; it relies on technology such as interactive television, electronic mail, compressed video, and telephone link-ups (Spooner et al., 1998). The method allows teachers who are certified in other areas to obtain certification in the visual impairments field without traveling great distances and often while retaining their current teaching positions. Distance learning also provides training to teachers in areas of the country that lack certified teachers who specialize in visual impairments; this is particularly helpful in rural areas where there is little access to traditional training programs. The goal of most of these distance learning programs is to produce teachers who, after completing training, will remain in their local area and provide services to students with visual impairments (Spooner et al., 1998). Between 1995 and 1999, OSEP invested over $5 million in personnel preparation grant monies to fund 12 projects related to distance learning programs for personnel providing services to children with visual impairments.

A 2-year grant to the University of Arizona supported a project to train special and regular education teachers to work with students with visual impairments or deaf-blindness in Arizona, as well as in Nevada and New Mexico, where there are no university personnel preparation programs that specialize in the instruction of these students. The project utilized three instruction methods, combining traditional and distance-learning approaches. The first, an alternative sites model, delivered courses on-site in Nevada and New Mexico. The alternative method model offered the same courses, but in a VideoCampus format, requiring only two weekends of on-site training. The third model, an alternative scheduling format, offered coursework in deaf-blindness in intensive workshops at the University of Arizona during the summer and fall semesters. The summer sessions involved 3-week workshops, and the fall sessions were held over a period of 5 weekends, to allow students who lived at a distance to attend.

Another distance learning program currently funded by OSEP is a collaborative effort between the University of Utah and Utah State University. This program prepares early interventionists to serve children ages birth through 5 with vision and hearing impairments. The program will enroll at least 18 students during each year of a 3-year period. Because this is an endorsement program, eligible students are already certified in special education. The program is offered simultaneously on campus and through distance learning. Clinical instructors travel all over the State to meet with students on a regular basis. Students complete required practica at sites close to home or at other sites during the summer.

In addition to distance learning programs, OSEP funds a number of more traditional personnel preparation programs for teachers and other personnel who provide services to children with visual impairments. For example, California State University at Los Angeles received a 4-year grant to train 48 qualified professionals in visual impairments. The project's emphasis is on training graduate students to be O&M specialists and teachers of children with visual impairments. Although it is less recognized by the literature, there is a shortage of teachers trained in visual impairment in urban areas as well as in rural areas. An OSEP-funded project in Chicago addresses this shortage. Northern Illinois University, in conjunction with the Chicago public schools, received a 4-year grant to train 20 Chicago public school teachers to work with students with visual impairments in kindergarten through 12th grade. The project has three goals: (1) to recruit well-qualified individuals to work in the Chicago public schools, (2) to train special educators in the area of visual impairments to meet the needs of students in a multicultural urban environment, and (3) to contribute to the research literature on these issues. Classes take place during the summer and in the evening during the school year. Project participants complete their student teaching in mentoring programs without taking a leave of absence from their other teaching duties. Each participant signs a statement pledging to teach

Table III-6
National Agenda Goal Statements

1. Students and their families will be referred to an appropriate education program within 30 days of identification of a suspected visual impairment.
2. Policies and procedures will be implemented to ensure the right of all parents to full participation and equal partnership in the education process.
3. Universities, with a minimum of one full-time faculty member in the area of visual impairment, will prepare a sufficient number of educators of students with visual impairments to meet personnel needs throughout the country.
4. Service providers will determine caseloads based on the needs of students and will require ongoing professional development for all teachers and O&M instructors.
5. Local education programs will ensure that all students have access to a full array of placement options.
6. Assessment of students will be conducted, in collaboration with parents, by personnel having expertise in the education of students with visual impairments.
7. Access to developmental and educational services will include an assurance that instructional materials are available to students in the appropriate media and at the same time as their sighted peers.
8. Educational and developmental goals, including instruction, will reflect the assessed needs of each student in all areas of academic and disability-specific core curricula.

Source: Corn, A.L., Hatlen, P., Huebner, K.M., Ryan, F., & Siller, M.A. (1995). *The national agenda for the education of children and youth with visual impairments, including those with multiple disabilities.* New York, NY: American Foundation for the Blind.

children with visual impairments in the Chicago school system for a minimum of 5 years.

The National Agenda

In addition to OSEP's efforts to provide an adequate supply of well-trained teachers for students with visual impairments, the AFB issued *The National Agenda for the Education of Children and Youth with Visual Impairments, Including Those with Multiple Disabilities* (Corn, Hatlen, Huebner, Ryan, & Siller, 1995). The agenda represents a broad consensus of the changes needed in educational programs to meet the needs of students with visual impairments. It comprises eight goals and a commitment to achieve each goal by the year 2000 (see table III-6).

The eight goals "reiterate in a simple yet thorough manner the very same concepts that are at the core of our efforts to bring about lasting and effective educational reform at the U.S. Department of Education--ensuring that each individual student receives the free appropriate education to which he or she is entitled under the law. Along with our efforts, school districts and States around the nation are actively engaged in education reform. Using our Goals 2000 and the School to Work initiatives in concert with IDEA as a framework for change, educators throughout the country are promoting comprehensive strategies for education reform based on high academic and occupational standards, improving teaching, and strengthening family involvement" (Heumann, as cited in Corn et al., 1995, p. V).

The agenda's third goal addresses personnel preparation. It states, "Universities, with a minimum of one full-time faculty member in the area of visual impairments, will prepare a sufficient number of educators of students with visual impairments to meet personnel needs throughout the country" (Corn et al., 1995, p. 6). The goal has five national and five regional, State, and/or local strategies. The national strategies are:

1. Develop a model of excellence for personnel preparation.
2. Encourage establishment of a national research center on the education of students with visual impairments, including those with multiple disabilities.
3. Develop a collaborative national recruitment program in conjunction with AER.
4. Encourage all university personnel preparation programs in the area of education of students with visual impairments to implement national standards.
5. Determine the number of teachers of students with visual impairments as well as O&M specialists who graduated from university preparation programs in 1995. Ensure that the number who will graduate in the year 2000 is the same or greater than the number in 1995 (Corn et al., 1995).

Part of the fourth goal also deals with teacher training issues; it addresses the need for ongoing professional development for all visual impairments teachers and O&M specialists. The goal includes a national strategy for developing an information base on a variety of training programs, including independent study, distance education, and mentoring programs.

Summary

There are persistent shortages of classroom teachers for students with visual impairments. Low numbers of doctoral-level faculty members and a relative lack of teacher training programs contribute to the shortage. In addition, most children with visual impairments are no longer clustered in schools for the blind, but are instead attending their neighborhood schools. The geographic dispersal of students has increased the need for qualified personnel in the field and for innovative techniques for serving these students.

OSEP has taken steps to ensure that all children with visual impairments are served by qualified teachers, including funding a joint project of CEC, AFB, and Texas Tech University to develop a national plan for training teachers to serve children with visual impairments. OSEP also sponsors both traditional and innovative preservice and inservice training grants to universities to improve the training of teachers who work with these children. In addition, the AFB has issued a National Agenda that delineates areas of concern and offers strategies for change.

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IV. RESULTS

Interim Report From the National Assessment

Graduation Requirements and High School Completion for Students with Disabilities

State Improvement and Monitoring

Progress in Implementing the Transition Requirements of IDEA: Promising Strategies and Future Directions

NAEP

INTERIM REPORT FROM THE NATIONAL ASSESSMENT[1]

Introduction

In the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), Congress sought to address some of the concerns and issues that have emerged since the law's initiation through a mandate for a national evaluation. Section 674 (b) of the 1997 amendments specifically requires the Department of Education to undertake an evaluation of the implementation and progress toward meeting the goals of the act. Nine target issues are specified in the law (see table IV-1). The assessment must examine how well schools, local education agencies (LEAs), States, other recipients, and the Department are achieving the purposes of the act, including:

- improving the performance of children with disabilities in general scholastic activities and assessments as compared to nondisabled children;
- providing for the participation of children with disabilities in the general curriculum;
- helping children with disabilities make successful transitions from early intervention to preschool education; preschool education to elementary school; and secondary school to adult life;
- placing and serving children with disabilities, including minority children, in the least restrictive environment (LRE);
- preventing children with disabilities, especially children with emotional disturbances and specific learning disabilities, from dropping out of school;
- addressing behavioral problems of children with disabilities as compared to nondisabled children;
- coordinating services provided under IDEA with other educational and pupil services (including preschool services), and with health and social services funded from other sources;

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[1] This module is based in part on work performed by Margaret McLaughlin, Ann Milne, and Maurice McInerney at the American Institutes for Research through a task order contract to design, consistent with IDEA Section 674(b), a national evaluation of the implementation and impact of the IDEA Amendments of 1997

Table IV-1
Nine Target Issues

1. Improving Scholastic Performance
2. Accessing the General Education Curriculum
3. Supporting Successful Transitions
4. Providing Placement in the Least Restrictive Environment
5. Preventing School Dropouts
6. Addressing Children's Behavioral Problems Effectively
7. Coordinating Services for Children and Families
8. Supporting Full Family Participation in Children's Education
9. Resolving Disputes Through Mediation

- providing for the participation of parents of children with disabilities in the education of their children; and

- resolving disagreements between education personnel and parents through activities such as mediation.

The national evaluation must specifically include an assessment of the status of the nine target issues, as well as a comprehensive design for describing how States, local school districts, and schools are interpreting key provisions related to each of the issues. These issues became targets for the evaluation because they represent major new provisions in the special education legislation and/or have been persistently difficult to implement. The implementation of provisions relating to each of the nine issues has the potential of significant and positive impacts on children with disabilities, their families, and the schools that provide them with special education and related services. This module first discusses seven studies that the Office of Special Education Programs (OSEP) has funded to address the national assessment requirements of IDEA. The module then describes the status of each of the nine issues to be addressed by the national assessment and presents an overview of its conceptual design. The module concludes with several summary statements regarding the background context for the nine target issues.

OSEP Studies and Evaluation

In 1999, OSEP funded seven nationally representative studies that collectively address the Section 674(b) national assessment requirements. Each of the studies is in either the data collection or design phase; several of the studies are being conducted in two stages. The first is a design phase using a task order contractor to manage conceptual development, sampling, instrumentation, and OMB clearance procedures. The second stage involves the implementation of the study's data collection, analysis and reporting.

This second stage is conducted by a contractor selected through a full and open competition.

A brief description of each study is provided below, followed by a timeline of all the studies' design and implementation stages.

National Early Intervention Longitudinal Study (NEILS). This longitudinal study of Part C will provide data on child and family characteristics of the infants and toddlers served in Part C. Issues surrounding services and service delivery as well as provider characteristics and systems issues are investigated in this study. A second cohort of infants in 2000 will provide OSEP with comparative data which will be used to assess the impact of Part C over time.

Pre-Elementary Education Longitudinal Study (PEELS). PEELS will involve a national sample of children ages 3 through 5 in preschool special education programs. Data collection will be scheduled so that PEELS children and many NEILS children will be ages 3 through 5, inviting comparisons of the preschool experiences of children who had been in early intervention and those who had not. The general aim is to study longitudinal growth patterns and outcomes of children with disabilities within the context of their home and education environments as they progress from preschool to elementary school. The study will investigate characteristics of the children and families; characteristics of the programs and service providers; services provided and settings for their delivery; parental expectations, involvement, and satisfaction; intervention for behavior problems; and early reading instruction. It is expected that data collection will be in the form of surveys for parents and school personnel, as well as direct assessment of students.

Special Education Elementary Longitudinal Study (SEELS). This 6-year longitudinal project will study the educational, vocational, social, and personal development of elementary and middle school students with disabilities and the familial, social, institutional, and cultural factors that may affect that development. Three waves of data will be collected from parents, teachers, and principals. In addition, the study will include direct assessment of students' academic and social-emotional skills. The sampling will take place in two stages: the first stage includes more than 300 LEAs, and the second stage includes students within those LEAs. The second-stage nationally representative sample of more than 14,000 will comprise seven cohorts of students who are ages 6 through 12 in the first year of the study. Those students will be ages 11 through 17 at the time of the third data collection in the fifth year of the study. Results of the study will be generalizable to each of the seven age cohorts and to each of the 13 OSEP disability categories.

Longitudinal Study of Secondary and Postsecondary Outcomes for Students with Disabilities (NLTS-2). In 1983, a National Longitudinal Transition Study (NLTS) for students with disabilities was mandated by Congress under Section 8 of Public Law 98-199. That study followed 8,000 students, ages 13 through 21 in the 1985-86 school year, for a 5-year period from the 1985-86 school year through the 1989-90 school year. NLTS was extremely broad in scope, gathering data on a wide range of characteristics, experiences, and outcomes of youth with disabilities. OSEP used the results of the NLTS to guide the IDEA Amendments of 1997 as well as to suggest directions for its discretionary programs.

In order to get more recent data that adequately capture advances in transition services and postschool outcomes for students with disabilities, OSEP is supporting a second National Longitudinal Transition Study (NLTS-2). The NLTS-2 will be designed to follow a cohort of students through high school and into early adulthood, documenting the progress of these students in academic, vocational, and life-skills curricula (as appropriate) and their postschool outcomes such as postsecondary participation, employment, and independent living. This study has three goals:

(1) to examine longitudinally the educational, vocational, social, and personal achievements of students with disabilities during adolescence and early adulthood together with the familial, social, institutional, and cultural factors that account for the variability in those outcomes;

(2) to compare changes in the secondary and postschool experiences and outcomes of students with disabilities from the first longitudinal transition study to this one; and

(3) to use this information to suggest improvements to education policy, implementation, and practice.

State and Local Implementation of IDEA (SLI-IDEA). This 5-year study will evaluate the state and local implementation of the 1997 amendments to IDEA and the impact of this legislation on schools, districts, and States. The evaluation will provide an accurate description of the short- and long-term effectiveness of IDEA in improving educational services for children and youth with disabilities. The study will focus on the implementation of the IDEA amendments of 1997, factors which contribute to effective implementation, contextual factors that influence results, outcomes of IDEA, and emerging issues related to IDEA. In addition to large sample surveys of State education agencies (SEAs) (all 50), LEAs (about 800), and schools (about 3200), three focus studies will also be conducted. These will include in-depth qualitative examination of IDEA policies and procedures related to discipline, dispute resolution, and parent involvement.

Study of Personnel Needs in Special Education (SPeNSE). This study provides extensive information on general and special education teachers, speech language pathologists, preschool service providers and paraprofessionals serving students with disabilities. The study describes the adequacy of that workforce, both in terms of shortages and quality, and attempt to explain variation in workforce adequacy. Results from SPeNSE will be used for a variety of purposes. First, they will be disseminated to State and local education agencies, institutions of higher education, and technical assistance providers to help improve the quality of the workforce. Second, they will inform OSEP's personnel preparation activities. Third, they will be used for congressional reports on the implementation of IDEA.

The sample design for SPeNSE resulted in a large, nationally representative sample of personnel serving students with disabilities. The first-stage sample is a nationally representative sample of LEAs (460), independent education units (IEUs) (40) and the State-operated schools for students with visual and hearing impairments (72). The LEA sample was stratified by geographic region and LEA size (i.e., student enrollment). Stratifying by region ensured a geographically representative sample and ensures data necessary to analyze geographic variation in the need for adequately trained and competent service providers. The geographic regions correspond with those served by OSEP's six Regional Resource Centers. IEUs and state-operated schools were stratified by geographic region only.

The second-stage sample design is a stratified simple random sample of service providers from rosters of personnel that will be obtained from sampled LEAs, IEUs, and State schools. The roster sample will be stratified by the following types of personnel:

- special education teachers who serve primarily students with sensory impairments;
- speech/language therapists and teachers;
- special education teachers who serve primarily students with emotional disturbance;
- special education teachers who serve primarily children with disabilities ages 3 through 5;
- special education teachers who are not included in the previous four categories;
- general education classroom teachers; and

- special education paraprofessionals.

Project design staff developed four different data collection instruments for use in the study. These instruments will be administered using a computer-assisted telephone interview (CATI) with approximately 8,000 respondents. The surveys will gather information on such issues as workforce policies, severity of district personnel shortages, credentials and tested ability of personnel, demographic characteristics of personnel, classroom teaching practices (particularly in the areas of instructing English language learners, behavior management, reading instruction, secondary transition, and inclusive practices), working conditions, and opportunities for continuing professional development.

Special Education Expenditure Project (SEEP). OSEP is supporting a new Finance Center to conduct research and disseminate information on special education finance and related issues, as well as to design and implement an expenditure survey to collect data on costs of special education and related services. SEEP is the first comprehensive, nationally representative study of special education undertaken in more than a decade. The major foci of the Finance Center are to examine the costs and patterns of expenditures in special education and to update statistics related to implementation of Part B, similar to that gathered for previous cost studies. The survey will focus on obtaining information primarily from LEAs and other service providers regarding expenditures for educational services for students with disabilities (including special education and related services). Supplementary sources include SEAs and special education and/or finance entity officials and records. Information gathered will be used to determine total per pupil expenditures for special education and related services in the United States, examine how state and local funding of special education affects general education, and study the financial impact of cost-related provisions of the IDEA Amendments of 1997.

An eighth study is proposed, but projected dates for initiating the design are not yet firm.

State and Local Implementation of IDEA-Part C (SLIIDEA-C). Many of the administrative issues and concerns in Part C will be investigated in the state and local implementation studies. Some of the issues include parent participation; individualized family service plan development and implementation; alternative dispute resolution; personnel training and availability; numbers of children and families served; the impact, challenges, and advantages of serving at-risk infants and toddlers; and identification of exemplary models of implementation. This information is needed to measure outcomes for the Part C GPRA indicators as well as to provide state and local officials with needed information to improve the implementation of Part C.

Overarching Design Considerations

The 1997 reauthorization of IDEA occurred within a context of intense change in American education. There is little precedent for the level of scrutiny and involvement in public education of politicians, the business community, and the public at large. The result of this attention is an array of laws and other programs at the Federal, State, and local levels that have created new initiatives such as new content and performance standards, assessments, new graduation policies, safe school laws, charter schools, and new approaches to funding education. Within this highly charged context, IDEA was reshaped both to respond to broader changes in education as well as to address issues that have arisen in the implementation of IDEA and during the two decades since Federal special education policy was established.

Critical to an evaluation of the IDEA Amendments of 1997 is an understanding that many of the current provisions were established in the 1975 Federal legislation (P.L. 94-142) and its Federal legislative precedents and in other State laws and regulations. Over the years, amendments to the 1975 legislation as well as judicial decisions and State and local policies have established the basic foundation for current special education practices.

Congress' basic intent in enacting the 1975 P.L. 94-142 was to ensure the statutory right of every child with a disability to a free appropriate public education. Passage of the 1975 legislation came after years of debate and significant court actions as well as State legislation. Thus, at the time that formal Federal legislation was passed, there was already significant special education policy and practice established within States, albeit with great variability (Ballard, Ramirez, & Weintraub, 1982; Sarason & Doris, 1979).

Immediately after passage of the 1975 legislation, the Bureau of Education of the Handicapped commissioned several studies to evaluate the implementation issues of interest to Federal policy makers. These issues include evaluations of individualized education programs (IEPs), service implementation, and local districts' responses to other requirements of the legislation (Pyecha, 1980; SRI, 1982). Other studies of the Federal special education program (e.g., General Accounting Office, 1981, Hargrove, 1981; Moore et al., 1983) revealed the critical importance of various stakeholders, including principals, program administrators, and practitioners, in interpreting and shaping Federal policies so that service providers and families could work to implement policy. One important result of the 1975 Federal legislation was the elevation of special education within each State department of education and subsequent importance of establishing accountability for policy as well as stronger technical assistance (Moore, Walker, & Holland, 1982). At the local level, research indicated that early implementation efforts focused on interpreting procedural guidelines and putting into place mechanisms for managing the program and ensuring that various procedures were being followed within required timelines (Pyecha, 1980; SRI, 1982). However, the research also documented that both States and local districts quickly moved beyond developing and routinizing procedures to developing services and filling gaps in programs for specific students. Quickly apparent was the critical importance of having well-prepared teachers and adequate service providers. Over the years, the *Annual Reports to Congress* have documented funded studies as well as other data concerning the status of implementation. Reviews of Annual Report data provide snapshots of critical service issues that have emerged over the years in the implementation of Federal special education policy. While OSEP has made significant investments in special education research since the passage of the 1975 legislation, the prospective national evaluation will be the first comprehensive national evaluation of the implementation of the Federal special education program in almost two decades.

Nine Target Issues

The nine issues identified in Sec. 674(b) to be addressed in the national evaluation are not all new. Some reflect current, and in some cases persistent, issues in implementing IDEA. Many have a long history and a base of State and local policies and practices. In some areas, a substantial body of case law has emerged. Other provisions such as the new requirements around assessment and accessing the general education curriculum have little or no policy base or instructional history. The challenge of the national evaluation will be to understand the substantial implementation history as well as current status pertaining to each of the nine issues. The evaluation must establish a baseline of current practice as well as track changes in implementation over time.

The following sections provide an overview of the status of the knowledge base within each of the issues as well as brief descriptions of specific statuary provisions that address each issue. Some issues have been extensively researched or examined, while others are relatively new. Within the limitations of this module, only the most salient aspects of each issue will be addressed.

A central goal of IDEA is to improve the academic outcomes of children with disabilities. Indeed, while this is listed as only one of nine issues, it is probably accurate to say that the other eight issues support this primary goal. Specifically, issues 2 through 7 all relate to improving the opportunities of children with disabilities to learn challenging and important content and to ensure that they leave public education equipped with the knowledge and skills, as well as supports, necessary to access postsecondary education and training, employment, and overall full citizenship. Issues 8 and 9 support higher achievement and better results for students through enhancing collaboration with parents and reducing adversarial litigation.

Improving Scholastic Performance

The first issue to be addressed in the national evaluation is improving scholastic performance.

The current IDEA addresses for the first time the inclusion of children with disabilities in State and local school accountability measures that have been adopted for all students. Students with disabilities are to be included in general state- and district-wide assessment programs, with necessary accommodations. Some students with significant disabilities may participate in alternate assessments, and guidelines for these assessments are to be developed and students are to be participating in these assessments. Participation rates and performance of students with disabilities on general and alternate assessments must be reported.

States are also required to establish formal goals for the performance of children with disabilities that are consistent with goals and standards for general education students. Each SEA is also to establish indicators to assess progress toward goals. At a minimum, these indicators must address the performance of children with disabilities on assessments, dropout rates, and graduation rates (§612(a)(16)(B)). Data relative to student progress on the performance goals must also be publicly reported.

By adding these provisions, the law defines statewide assessments as contributing to a student's educational opportunity. The provision also aligns special education policy with those of Goals 2000 and the Improving America's Schools Act.

Currently, we know little about the scholastic performance of students with disabilities. This is due in part to the lack of their representation in national large-scale data sets (McGrew, Thurlow, & Spiegel, 1993). In addition, in 1998 the National Center for Educational Outcomes (NCEO) reported that only 13 States were able to report performance data on children and youth with disabilities. In 1997, NCEO found that about half of the States have policies concerning the participation of these students in statewide assessments.

Participation of students with disabilities in the National Assessment of Educational Progress (NAEP) is now required. However, during the first half of the decade, NAEP's written guidelines specified that students with disabilities could be excluded from assessment if they spent less than 50 percent of their time in mainstream classes or were considered incapable of participating meaningfully in the assessment. New guidelines were adopted in 1995 to encourage greater inclusion of students with disabilities in NAEP while retaining local decision making. However, analyses of participation rates still indicate wide disparities in students with disabilities' participation, and research into decision making indicated that nonstudent factors, including logistical arrangements and staff availability, were more influential in excluding a student from assessment than a student's instructional program (American Institutes for Research, 1998).

Rossi, Hertig, and Wolman (1997) conducted an analysis of the NELS:88 subsample of students who were identified as having disabilities. While recognizing numerous problems with how disability was defined and lack of systematic inclusion of this subpopulation in the national sample, the analyses yielded information regarding scholastic performance. For example, students with disabilities in general were more likely to have been retained prior to eighth grade and to have earned fewer units in core subject matter areas. They also had lower rates of gains on mathematics proficiency tests and fewer of them had taken or planned to take either the SAT or ACT. Findings relative to school performance did differ somewhat by type or nature of disability, with those students reporting physical or health disabilities comparing most favorably to nondisabled students on most performance measures.

Many of these findings are consistent with those reported by Wagner and colleages (1992) relative to the National Longitudinal Transition Study (NLTS), the congressionally mandated study of how students with disabilities were making the transition from secondary school to young adulthood. The numerous findings of the NLTS have been reported in previous annual reports to Congress.

At the elementary level, a secondary analysis of the Title I Prospects study conducted for the National Academy of Sciences Committee on Goals 2000 and Students with Disabilities (McDonnell, McLaughlin, & Morison, 1997) compared achievement levels of elementary-age students with disabilities to their peers. While students with disabilities as a group scored considerably lower, when their third grade achievement was considered using a value-added analysis that controlled for prior achievement, their progress was commensurate with their nondisabled peers.

The lack of scholastic data comparable to those reported for nondisabled peers will be addressed through new IDEA requirements. Moreover, the attention to the scholastic performance of children with disabilities served under IDEA will focus efforts on improving access to important knowledge and effective participation in the general education curriculum.

Accessing the General Education Curriculum

This issue, similar to that of improving scholastic performance, has as its foundation the desire to establish challenging standards and high expectations for students with disabilities. Like the new assessment provisions, access to the general education curriculum is designed to increase educational opportunities for students with disabilities. Prior to the changes in the IEP that have been made in the IDEA Amendments, individualized planning for students with disabilities was largely confined to specifying the special education and related services that each child required. Despite the fact that in 1994-95, 2.2 million students with disabilities between the ages of 6 through 21 spent at least 80 percent of their school day in general education classes (U.S. Department of Education, 1997), there has been little research related to how these students access the general education curriculum and what accommodations (supports and services) are provided to enable the child to benefit from the general instructional program provided to all students.

As noted earlier, nationally representative data are limited regarding how many and to what extent students with disabilities currently participate in the general education curriculum and instruction. The NLTS (and to a lesser degree the NELS:88 and Prospects Study) provided some data on grade point average, course-taking, time spent in general education classes, failure rates, and diploma status. These give some sense of how children with disabilities have accessed the general education curriculum.

Recent studies such as surveys conducted by NCEO (November, 1997) and the Council of State School Officers (CSSO) and the Center for Policy Research on the Impact of General and Special Education Reform (Rhim & McLaughin, 1996), and case studies of high-reform districts (McLaughlin, Henderson, & Rhim, 1997; McLaughlin, Henderson, & Morando-Rhim, 1998) have demonstrated that as almost every State has developed new content and performance standards directed at improving learning opportunities, only some have policies requiring the participation of *all* children, including those with disabilities. In 1996, this represented 35 States, with nine additional States deferring the decision to the individual IEP team (Rhim & McLaughlin, 1996). The 1997 annual State survey conducted by the NCEO (November, 1997) indicates that only six States required IEP teams to document how a student's IEP goals and objectives are aligned with a State's content or curriculum standards. However, 41 States required IEP teams to document instructional accommodations. Little is known at the national level about how students with disabilities will participate in the standards and the effects on their ability to access the general education curriculum. Yet, local case studies (McLaughlin et al., 1997; 1998; Raber & Roach, 1998) indicate that both general and special education teachers will require significant guidance and support as they implement new IEP provisions requiring access to the general education curriculum.

Supporting Successful Transitions

Children with disabilities may experience several transitions during their preschool and school years. Issues related to the transition from school to postschool environments were identified early in the implementation of IDEA, and the 1983 amendments to

Federal law first addressed the need for transition planning by authorizing specific support for research, systems change, and other activities related to transition. In 1990, IDEA required a formal statement regarding needed transition services in the IEP. The 1997 Amendments required the development of a statement of transition service needs focusing on the student's course of study.

The new transition planning requirements for older students have come from almost a decade of research and experience with providing services to youth with disabilities that allow them to move successfully from school to adult life. Most of the research has focused on identifying practices that relate to such postschool outcomes as employment, postsecondary education, and community living (Hasazi, Furney, & DeStefano, 1998; McDonnell, Ferguson, & Mathot, 1992; Wagner et al., 1992; Wehman, 1996). Effective practices include facilitating self-determination among students, participation of family and cultural perspectives in planning, interagency collaboration, and the establishment of community networks of services.

A recent national study of effective transition practices in local districts (Hasazi et al., 1998) validated the importance of self-determination, effective and substantive interagency collaboration, extensive cross-agency professional development, a climate that supports transition, coordination across educational as well as other agency programs, and sustained leadership. Among the challenges to effective transition planning were the lack of available community programs and the often fragmented and unsystematic nature of the planning.

For certain students with disabilities, transition has posed even greater challenges. For example, transition of urban youth has been less successful than that of suburban and rural youth in terms of rate of employment and participation in postsecondary education or training (U.S. Department of Education, 1996). However, the research has generally been more comprehensive as it pertains to low-incidence disabilities, particularly students with mental retardation, than with students with learning disabilities or students with emotional disturbance (Patton & Blalock, 1996), and programs have often been more comprehensive and well developed.

During the past decade, with the emergence of early intervention and preschool programs, the importance of transition for young children with disabilities and their families has been realized. Transition planning was required for children moving from an IFSP to an IEP in an effort to ensure a seamless service system and prevent any disruption in services between placements (Chandler, 1995). However, transition issues have also arisen for children moving from preschool programs into elementary schools. Indeed, issues related to successful transition of preschoolers in general are addressed in other Federal legislation such as The School Readiness Act and is the first of the national goals (Ooms, 1991).

A number of effective practices have emerged from research related to early childhood transitions and include the need for interagency collaboration and thinking of transition as a long-term process as opposed to an event (Chandler, 1995). IDEA requires transition planning for young children only when the child will be leaving early intervention services (and entering preschool or other services). However, because transition planning may occur at other key points (e.g., preschool to elementary school, elementary to middle school, and middle to high school) any transition services provided at these points may be considered related services under the definition provided in IDEA.

Providing Placement in the Least Restrictive Environment

The issue of what constitutes education in the LRE has been one of the most controversial and persistent in special education. Indeed, one might argue that LRE principles such as "normalization" (Nirge, 1970; Wolfensberger & Menolascino, 1970) are at the core of national special education policy.

To ensure placements consistent with the principle of LRE provisions, SEAs must revise any funding mechanisms that result in placements that violate the LRE concept. Other requirements designed to promote more inclusive education are found in the IEP process as well as the explicit identification of supports and accommodations regarding how a child will participate in the general education curriculum and classrooms and extracurricular activities or nonacademic activities.

The literature related to the impacts of inclusive education is extensive and represents position papers and descriptions of best practices as well as some emerging empirical evidence regarding students (e.g., Fuchs, Fuchs, & Fernstrom, 1993; McGregor & Vogelsberg, 1998; McLaughlin, Warren, & Schofield, 1996). The growing literature base suggests that outcomes for students in inclusive settings can be positive in a number of domains but are significantly related to the amount and types of support provided to the student and teachers.

Preventing School Dropouts

Increasing concern is being expressed by educators, parents, and policy makers about students who leave school without graduating. While the dropout rate for students in general is significant, research has demonstrated that the dropout rate among students with disabilities is even higher (e.g., Hasazi, Johnson, Hasazi, Gordon, & Hull, 1989; Rossi et al., 1997; U.S. Department of Education, 1992). Among all students with disabilities, the dropout rate is approximately 33 percent, with certain groups of students with disabilities (e.g., those with emotional disturbance) approaching 50 percent (Wagner et al., 1991).

Numerous problems are associated with estimating dropout rates in general. These problems are compounded in special education by the different types of exit documents that have been awarded to different types of children and the fact that, over the years, many children with disabilities were not educated with their age cohorts and "age out" of school after they reach the mandatory exit age of 21 or above. The *14th Annual Report to Congress* (U.S. Department of Education, 1992) reported findings related to students with disabilities who dropped out of school. Students who felt an emotional bond with school, whose friendships did not overly compete with the time needed to meet school responsibilities, and who abided by social rules sufficiently to avoid disciplinary problems were less likely to fail academically and were more likely to persist in school. Absenteeism and academic failure were strongly related to dropping out.

School programs can play a significant role in the prevention of dropouts. Promoting good attendance and social bonds with teachers and peers makes a difference. Providing relevant coursework and individual support services, including counseling, facilitating active participation in sports and other nonacademic activities, and monitoring progress toward graduation, are all components of successful approaches (Christianson, Sinclair, Thurlow, & Evelo, 1995; Wagner et al., 1992).

Addressing Children's Behavioral Problems

Perhaps one of the more difficult issues arising during the 1997 reauthorization of IDEA was how to provide effective positive discipline to students with disabilities and preserve their rights to FAPE. Public concerns about school safety and preventing violence and aggression in schools are at an all-time high. The result is an increase in developing and enforcing tougher discipline codes (Skiba, Peterson, & Williams, 1997). Within this climate of zero-tolerance are public perceptions that certain students with disabilities are more likely to exhibit behaviors--typically aggression--that should result in suspension or expulsion. Amidst congressional and public concerns that children with disabilities who displayed behavior harmful to themselves or others were being inappropriately protected from disciplinary actions imposed on nondisabled students for the same behavior, Congress amended IDEA in several ways. First, the amendments establish a set of procedural steps that must be taken when children with disabilities display disciplinary problems (see table IV-2). Included are precise guidelines about placements and timelines. In many cases, a review (by the IEP team and other qualified personnel) must be conducted of the relationship between the child's disability and the behavior subject to disciplinary action to determine the applicability of discipline procedures applied to children without disabilities. The legislation also contains procedural rules for parental appeal and also requires consideration of positive behavior interventions and supports.

States now have the option not to provide special education and related to services to incarcerated 18- to 21-year-olds who, prior to their incarceration in an adult correctional facility, were not identified as eligible for special education or who did not have IEPs. A State may also require local school districts to include in the records of a child with a disability a record of any current or previous disciplinary action and transmit the statement to the same extent that such disciplinary information is transmitted with student records of nondisabled students.

A number of revisions in the 1997 law pertain to the procedures used to change the educational placements of students with disabilities who have violated school rules regarding use or sale of drugs or the carrying of a weapon. School personnel may order a change in placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, but strict timelines and conditions apply.

Application of these provisions is complicated by lack of data on the prelevance of certain disciplinary events among students with disabilities. Additionally, research reveals little consensus among administrators regarding what constitutes aggression or disruption or who should be suspended (Costenbader & Markson, 1994). Brantlinger (1991) reports that low socioeconomic, minority, and special education students appear to be at greater risk for receiving harsher discipline. Two studies of the actual nature of offenses as well as suspension and expulsion, including at least two statewide examinations of records, reveal that students with disabilities do not commit acts of aggression or other serious offenses at greater rates but are more likely to be suspended than a nondisabled peer for the same offense (Cooley, 1995; Michigan Department of Education, n.d.).

While students with disabilities as a group may pose no greater threats to school safety, no one denies that some may indeed exhibit antisocial behaviors such as aggression, hostility, defiance, and destructiveness and require intensive and positive interventions. In every school, there are children, with and without IEPs, who are at-risk or have already developed antisocial behaviors (Kazdin, 1993; Walker, Colvin, & Ramsey, 1995). These students not only disrupt the learning process in the school but severely jeopardize their own future through lowered achievement, substance abuse, disengagement, dropping out, and higher mortality (Duncan, Forness, & Hartsough, 1995; Walker et al., 1995).

Table IV-2

Provision of IDEA Regarding Nine Target Issues of the National Assessment

Issue/Provisions	Summary
Issue #1: Improving Scholastic Performance	
Sec. 612 (a) (16)	States must establish performance goals for children with disabilities that are consistent with those for other children. States must also establish performance indicators to assess progress toward achieving goals.
Sec. 612 (a) (17) (A)	States and districts must include students with disabilities in regular assessments to the greatest extent possible and establish alternative assessments where inclusion is not possible.
Sec. 612 (a) (17) (B)	States must report the number of students with disabilities participating in regular and alternative assessments. States must report the aggregate performance of students with disabilities with the same periodicity and detail as students without disabilities.
Sec. 614 (a) (1) (B)	The child's initial evaluation must determine whether a child is a child with a disability and the educational needs of such a child.
Sec. 614 (a) (2) (A)	The LEA is responsible for conducting a reevaluation when warranted, when a parent or teacher requests one, or at least every 3 years.
Sec. 614 (b) (3) (A)	The tests used to evaluate children must be: nonracially discriminatory, administered in the child's native language, validated for the purpose for which they are used, administered by trained personnel, administered in accordance with instructions provided by the test publisher, assess the child in all areas of suspected disability, and provide relevant information that directly assists in determining the educational needs of the child.
Sec. 614 (d) (1) (A) (i) and (ii)	The IEP must establish baseline performance measures and annual goals that are measurable.
Sec. 614 (d) (1) (B) (ii)	The IEP team will consist of the parents, at least one special education teacher of the child, at least one regular education teacher of the child if the child is or may be participating in the regular education environment, a representative of the LEA, other individuals who have appropriate knowledge or expertise, and the child, as appropriate.
Sec. 614 (d) (2) (A)	The IEP must be in place by the beginning of the school year.
Sec. 614 (d) (4) (A) (i)	The IEP team will review the child's IEP at least annually to determine whether annual goals are being met.
Issue #2: Accessing the General Education Curriculum	
Sec. 614 (b) (2) (A)	In conducting an evaluation for an IEP, the LEA is required to gather functional and developmental information, and use a variety of assessment tools and strategies, that will help design an IEP that enables the child to be involved in and progress in the general curriculum.
Sec. 614 (d) (1) (A)	The IEP must include a statement about how the child's disability affects the child's involvement and progress in the general curriculum. It must also include measurable goals and objectives that will enable the child to be involved and progress in the general curriculum.
Sec. 614 (d) (4) (A)	The IEP team will review the child's IEP at least annually to determine whether annual goals are being met.

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Table IV-2 (cont'd)

Issue/Provisions	Summary
Issue #3: Supporting Successful Transitions	
Sec. 612 (a) (9)	An IEP or IFSP, as appropriate, must be developed and implemented by age 3 for children with disabilities participating in early intervention programs under Part C and who will be participating in preschool programs under Part B. The IEP/IFSP must address how to make this transition smooth and effective.
Sec. 613 (g) (1-3)	If a State agency grants permission to an LEA to develop a school-based improvement plan, the LEA will be responsible for supervising all activities relating to the design, implementation, and evaluation of a school-based improvement plan established in a public school in the LEA's jurisdiction. Local agencies may use funds to permit a public school to design, implement, and evaluate a school-based improvement plan that will improve educational and transitional results for all children with disabilities.
Sec. 614 (d) (1) (A) (vii-viii), (d) (5-6)	IEPs must include a statement of transition service needs focusing on the child's educational needs by age 14 and annually thereafter. At age 16 and annually thereafter, the IEP must include a statement of transition service needs including, when appropriate, a statement of interagency responsibilities and needed linkages. The IEP must also include a statement of how the child's progress towards annual goals (including transition goals) will be measured. Beginning at least 1 year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the rights that will transfer to him or her upon reaching the age of majority.
Sec. 618 (a) (1) (v), (b)	States must collect data annually on the number of children with disabilities who, for each year from ages 14 to 21 stopped receiving special education and related services because of completion and/or other reasons. These data must be compiled by race, ethnicity, and category of disability. States also must collect data on the number of children birth through 2 who stopped receiving early intervention services by race and ethnicity. The data may be obtained by sampling, at the discretion of the Secretary.
Issue #4: Providing for Placement in the Least Restrictive Environment	
Sec. 612 (a) (5) (A)	To the maximum extent appropriate, children with disabilities are to be placed in the least restrictive environment—placement with children who are not disabled, and minimal use of special classes, separate schooling, or other removal of children with disabilities from the regular education environment.
Sec. 612 (a) (5) (B)	State funding mechanisms cannot create incentives for placing students in more restrictive environments. If States have funding systems that create incentives for restrictive placements, they must promise to change their systems as soon as is feasible.
Issue #5: Preventing Dropouts	
Sec. 612 (a) (16)	States must establish performance indicators to be used in assessing State progress towards reducing dropout rates among children with disabilities.

Table IV-2 (cont'd)

Issue/Provisions	Summary
Issue #6: Addressing Children's Behavioral Problems Effectively	
Sec. 612 (a) (22)	States are required to track data on suspension and expulsion rates to determine if significant discrepancies exist between the rates for disabled and nondisabled children. If there are discrepancies, the State or LEA is required to review and revise its policies relating to the development and implementation of IEPs, use of behavioral interventions, and procedural safeguards.
Sec. 613 (j)	States can require LEAs to include in the records of children with disabilities a statement of current or previous disciplinary action taken against a child but only to the same extent that they require it for children without disabilities.
Sec. 614 (d) (3) (B) (i)	The IEP team shall consider strategies, including positive behavioral interventions and supports, to address student behavior when that behavior impedes the learning of the child or others.
Sec. 615 (j)	During any proceedings concerning either discipline or an alternative educational placement, the child shall remain in his/her current placement, unless the SEA or LEA and the parents agree otherwise.
Sec. 615 (k) (1) (A)	School personnel may order the child to an appropriate interim alternative educational setting, another setting, or suspension for not more than 10 school days. This 10 day period can be extended for up to an additional 45 days if the child: carried a weapon to school, possesses, uses, or sells illegal substances while at school or a school function.
Sec. 615 (k) (1) (B)	If a child who has been suspended has never had a functional behavioral assessment and does not have a behavioral intervention plan, the LEA shall convene an IEP meeting to develop an assessment plan that addresses the child's behavior either before or within 10 days of taking disciplinary action. If the child already has a behavioral intervention plan, the IEP Team shall review the plan and modify it, as necessary.
Sec. 615 (k) (2)	A hearing officer may order a change in placement to an appropriate interim alternative educational setting for not more than 45 days if s/he determines that the public agency has demonstrated that maintaining the current placement is substantially likely to result in injury to the child or others, considers the appropriateness of the child's current placement, considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement.
Sec. 615 (k) (3)	Any interim alternative educational setting in which a child is placed must enable the child to continue to participate in the general curriculum and to continue to receive services that will enable the child to meet the goals set out in his/her IEP.
Sec. 615 (k) (4)	Any time disciplinary action that might result in a change in the child's educational placement or a suspension is considered, parents must be notified not later than the date on which the decision to take that action is made. Within 10 school days of the decision to take action, the IEP team shall review the relationship between the child's disability and the behavior subject to the disciplinary action.

Table IV-2 (cont'd)

Issue/Provisions	**Summary**
Sec. 615 (k) (5)	If the manifestation determination review demonstrates that the behavior was not a manifestation of the child's disability, relevant disciplinary procedures applicable to children without disabilities may be applied.
Sec. 615 (k) (6)	If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the disability, or with any other decision, the parent may request an expedited hearing.
Sec. 615 (k) (7)	During a hearing, the child shall remain in the interim alternative educational setting. If school personnel maintain that it is dangerous for the child to be in the current placement, the LEA may request an expedited hearing.
Sec. 615 (k) (8)	A child who has not been determined to be eligible for special education and related services under Part B may assert any of the protections provided for if the LEA had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
Sec. 615 (k) (9)	The IDEA Amendments of 1997 do not prohibit LEAs from reporting a crime or prevent State agencies from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by children with disabilities.
Issue #7: Coordinating Services for Children and Families	
Sec. 612 (a) (12) (A)	The chief State school officer is responsible for ensuring that there is an interagency coordination agreement in effect between the SEA and any other public agencies that provide and pay for services that are needed to ensure a free and appropriate public education, such as services relating to assistive technology services and devices, related services, supplementary aids and services, and transition services.
Sec. 613 (f) (1)	Up to 5 percent of Part B funds can be used by an LEA in combination with other funds to coordinate services.
Sec. 611 (f) (3) (G)	SEAs may use up to 1 percent of Federal funds to supplement other funds to coordinate services.
Sec. 613 (f) (3)	If an LEA is carrying out a coordinated services program under Title XI of ESEA, the agency shall use coordinated services funds from IDEA in accordance with the requirements of Title XI.
Issue #8: Supporting Full Family Participation in Children's Education	
Sec. 612 (a) (10) (C) (i)	LEAs may refuse to pay for the cost of education, including special education and related services, if the agency made a free and appropriate public education available to the child and the parents elected to place the child in a private school or facility.
Sec. 612 (a) (10) (C) (iii)	LEAs may reduce or deny payment for private educational services if the parents did not give written notice of their intention to remove their child from the public schools at least 10 business days prior to the removal of the child from public school and at the most recent prior IEP team meeting.

Table IV-2 (cont'd)

Issue/Provisions	Summary
Sec. 612 (a) (21) (A) (B)	States must establish and maintain an advisory panel for the purpose of providing policy guidance to the State with respect to special education and related services. The advisory panels will be appointed by the governor or other State official so authorized and include individuals concerned with the education of children with disabilities, and parents must constitute a majority of the members of the panel.
Sec. 612 (a) (21) (D)	The advisory panels will advise on unmet needs within the State in the education of children with disabilities, comment on any rules or regulations proposed by the State regarding the education of children with disabilities, advise the SEA in developing evaluations and reporting data, advise the SEA in taking corrective action to address findings identified in response to required Federal monitoring reports, and advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.
Sec. 613 (g) (6) (A)	If a school has a school-based improvement plan, parents of children with disabilities must be included as members of the school improvement team. Their role will consist of being involved in the design, evaluation, and implementation of the school-based improvement plan.
Sec. 614 (d) (1) (A) (viii) (II)	Parents must be informed of their child's progress at least as frequently as parents of nondisabled children and must receive information on their child's progress toward meeting the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
Sec. 614 (a) (1), (c) (3)	Parents must give consent for evaluations and reevaluations.
Sec. 614 (b) (1), (4)	Parents are members of the group making the eligibility determination and must be given notice about the evaluation and provided a copy of the evaluation report and eligibility determination.
Sec. 614 (c) (1)	Parents' role as members of the IEP team includes providing information about the strengths of their child and their concerns for enhancing the education of their child.
Sec. 614 (f)	Parents will participate in decisions concerning the educational placement of their child.
Issue #9: Resolving Disputes Through Mediation	
Sec. 611 (f) (3) (C)	Certain Federal money may be used to establish and implement the mediation process required by Sec. 615 (e), including the costs of mediators and support personnel.
Sec. 615 (b) (1)	SEAs and LEAs must set up procedures to allow the parents of any child with disabilities to examine all records relating to the child and to participate in meetings regarding the identification, evaluation, and educational placement of the child.
Sec. 615 (b) (4)	Parents are entitled to written notice in their native language if an SEA or LEA proposes to change the placement of a child. If the parent does not agree with the change, the parent is entitled to mediation or a due process hearing.

Table IV-2 (cont'd)

Issue/Provisions	Summary
Sec. 615 (b) (7)	Parents, or an attorney representing the child, must provide the SEA or LEA in writing with notice of why they are contesting the identification, evaluation, or placement of the child, and provide a proposed solution if they have one.
Sec. 615 (b) (8)	SEAs must develop a model form to assist parents in filing a complaint.
Sec. 615 (d) (1)	Parents are entitled to a copy of the procedural safeguards upon initial referral for evaluation, with notice of each IEP meeting and upon reevaluation of the child, and upon registration of a complaint.
Sec. 615 (d) (2)	The notice to parents of procedural safeguards will be written in an easily understandable manner in the parent's native language (unless it is clearly not feasible to do so).
Sec. 615 (e) (1)	States are required to provide mediation as an alternative to due process whenever a hearing is required in all disputes involving the identification, evaluation, or placement of a child with disabilities.
Sec. 615 (e) (2) (A)	Participation in mediation procedures must be voluntary, not deny or delay a parent's right to a due process hearing, and be conducted by a qualified and trained mediator.
Sec. 615 (e) (2) (B)	SEAs and LEAs may establish procedures to require parents to meet with a disinterested third party who will explain the benefits of mediation.
Sec. 615 (e) (2) (C)	States will maintain lists of mediators who are knowledgeable in laws relating to special education.
Sec. 615 (e) (2) (D)	States will pay all costs associated with mediation.
Sec. 615 (e) (2) (E)	Mediation sessions shall be scheduled in a timely manner at convenient locations.
Sec. 615 (e) (2) (F)	All agreements resulting from mediation shall be put in writing.
Sec. 615 (e) (2) (G)	Discussions during mediation will be confidential and not used in any subsequent due process hearings or mediation.
Sec. 615 (f) (1)	Whenever a complaint is received relating to the identification, evaluation, or educational placement of a child, or placement of a child in an alternative educational setting for discipline purposes, parents are entitled to an impartial due process hearing by the SEA or LEA.
Sec. 615 (f) (2)	At least 5 business days prior to a due process hearing, all parties will disclose to all other parties any evaluations and any recommendation made on those evaluations they intend to use at the hearing. If they do not disclose them, the hearing officer may bar them from presenting the evidence.
Sec. 615 (f) (3)	Employees of the SEA or LEA involved in the education or care of the child may not conduct the hearing.
Sec. 615 (g)	Any party may appeal a decision from a hearing conducted by the LEA to the SEA. An SEA officer will review the decision and make an independent decision.

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Table IV-2 (cont'd)

Issue/Provisions	Summary
Sec. 615 (h)	Participants in a hearing have the right to a lawyer and other expert help, the right to present evidence and cross examine, the right to a transcript of the hearing, and the right to written or, at the option of the parents, electronic findings of fact and decisions.
Sec. 615 (i)	A decision made in a hearing is final unless there is the right to appeal from the local to the State level and it is appealed. All decisions at the State level are final unless they are appealed to a State court or U.S. District Court.

Students with persistent patterns of antisocial behavior require more intensive interventions and can benefit from intensive individualized services that involve families, community agency personnel, educators, administrators, and support staff. These strategies require comprehensive assessments of the problem and involve flexible, comprehensive, and sustained interventions (Walker et al., 1996). According to some researchers, every school could benefit from a three-tiered intervention strategy of primary and secondary prevention that may prevent the development or escalation of antisocial behaviors (Walker et al., 1998).

Schoolwide primary prevention activities may include teaching conflict resolution, emotional literacy, and anger management skills on a schoolwide or universal basis. Such interventions have the potential not only to establish a positive school climate but also to divert students mildly at risk of antisocial behaviors. Primary prevention can prevent 75 percent to 85 percent of student adjustment problems. A majority of students who do not respond to primary prevention will respond to more individualized secondary prevention efforts, including behavioral or academic support, mentoring, and skill development. Secondary prevention strategies also include small-group social-skills lessons, behavioral contracting, specialized tutoring, remedial programs, counseling, and mentoring.

Early intervention with young children who exhibit antisocial behavior is the most effective method of intervention (Walker et al., 1998). Antisocial behavior can be identified as early as age 3, yet services often do not begin until late in elementary school (Duncan et al., 1995; Walker, Severson, & Feil, 1994). Successful programs coordinate services among home, schools, and communities and recognize that energies and resources that are expended on discipline can be better invested in prevention.

Coordinating Services for Children and Families

Recognizing that children with disabilities often require multiple services, including those that are not available under IDEA, several provisions were added during reauthorization of IDEA that are designed to facilitate access to, and coordination of, other services that may enhance the education and lives of children with disabilities and their families. There are several issues within the topic of coordinated services; however, issues related to multi-agency arrangements and programs for infants and toddlers will not be reviewed here. Within the general school-aged population, there are issues related to coordination of programs and resources within education (e.g., Title I, bilingual, etc.), the development of school-linked models, and third-party billing for services. The 1997 amendments address each of these issues.

Coordinating Educational Programs

New flexibility in the use of targeted Federal assistance has occurred amid efforts to increase coordination among educational programs such as Title I and special education. These efforts have been motivated by concerns over policy fragmentation (Moore et al., 1982; Verstegen, 1996) as well as research demonstrating the mixed effects of pull-out or resource programs (c.f. Allington & McGill-Franzen, 1989; Anderson & Pelicer, 1990; Kavale, 1990; Kavale & Glass, 1982). However, research has questioned whether blended educational funding serves the interest of the target populations. Some researchers suggest that blended funds can replace State and local aid over time or may become broader grants-in-aid (GAO, 1982; 1995; Levin, Zigmond, & Birch, 1983; Verstegen, 1996). Nonetheless, several provisions in the IDEA Amendments of 1997 provide for greater flexibility in use of Part B resources. These include a new authority to use a small portion of Federal funds within Title I schoolwide programs and the opportunity for LEAs to use special education resources that are used in accordance with an IEP to benefit non-special education students.

School-linked Services

Like the consolidation of educational programs, the issues of linking agencies and resources are motivated by desires to improve programs and reduce fragmentation in services and redundancies in funds. School-linked services models are comprehensive programs that attempt to improve educational outcomes of students at risk for learning and behavior problems as well as those already identified as requiring special education by addressing their multiple needs in a coordinated manner. An additional benefit is cost-sharing among agencies for providing services and coordinated planning and decision making.

School-linked service models have been developed in almost every State in an effort to provide necessary related services as well as to improve the quality of the overall special education programs (Morrill, 1992; Stroul,1993). Among school special education, the focus of many of these models has been primarily on students with emotional disturbance. The services emphasize linkages with mental health and the provision of "wrap-around" services designed to keep students in their homes and communities (Kutash & Duchnowski, 1997). Students with emotional disturbance have some of the more segregated placements, including high rates of placements (39.9 percent) in residential facilities (U.S. Department of Education, 1997). The goals of the school-linked service models are to maintain the student in the community, to promote family unity, to promote consistency of treatment and inclusion, and to reduce costs.

Often these models depend on a multi-agency agreement at the local level that commits a portion of program funds to the school-linked model. Some multi-agency efforts maintain separate funding streams but access funds through use of a case manager or other service providers who coordinate services. Usually, these individuals are jointly (multi-agency) supported or, in a very few models, are receiving core support from the State or local government (McInerney, Kane, & Pelavin, 1992). A number of funding sources can support school-linked service models. Farrow and Joe (1992) identified five major sources of Federal funding for social services and six sources for health services, including Medicaid. In addition, an array of State, county, and/or local program funds are used to support school-linked services.

Evaluations of school-linked service programs for at-risk populations have generally demonstrated moderate impacts on reducing dropout rates, increasing attendance, and improving some basic academic performance (Wang, Reynolds, & Walberg, 1995).

Cost Sharing

Congress never intended for education to bear the total costs of providing required noneducational services. The IDEA Amendments of 1997 address the SEA's payment obligations as well as add provisions designed to promote greater sharing of costs for mandated services as well as overall school improvement. For example, a new IDEA amendment requires the governor (or designee) of each State to establish an interagency agreement with other public agencies that are assigned responsibility to provide or pay for any services that are also considered special education or related services, including assistive technology devices, supplementary aids and services, and transition of services. Also at the State level, SEAs are allowed to use funds set aside for State-level activities in the amount of up to 1 percent of the total amount of the Part B State grant set-aside funds to supplement other Federal, State, and local funds for the development or implementation of a statewide coordinated services system designed to improve results for preschool and school-aged children and their families. Further, LEAs are allowed to use not more than 5 percent of their Part B funds, in combination with amounts other than education funds, to develop and implement a coordinated services system. Such funds can be spent for (1) improving effectiveness and efficiency of service delivery; (2) service coordination and case management that facilitates the linkage of IEPs and IFSPs under multiple Federal and State programs; (3) developing and implementing health, mental health, and social services, including transition and related services; and (4) interagency personnel development for individuals working on coordinated services. An LEA can also use funds for a coordinated services project it is carrying out under Title XI of the Elementary and Secondary Education Act of 1965. While integrating multiple services for children with disabilities is not new (Part C has included such a provision since 1986), allowing the use of Part B funds for the purposes enumerated above marks an important change for providing needed services to preschool and school-aged children.

Supporting Full Family Participation in Children's Education

Parental involvement has been a critical component of educating students with disabilities. Parents are generally their childrens' first and best teachers and advocates. In their seminal article regarding the implementation of special education policy in Massachusetts, Weatherly and Lipsky (1977) reported that one of the major challenges for special education was creating the opportunities for meaningful parental involvement. To foster parents' involvement in their childrens' education, IDEA includes language specifically outlining parents' rights and responsibilities to participate in the evaluation and development of an education plan for their child with a disability.

Studies have found that parental involvement is positively related to student achievement as measured by academic outcomes and student behavior (c.f. Wagner, Blackorby, Cameto, & Newman 1993; U.S. Department of Education, 1993). Parental involvement in designing special education incorporates parents' involvement with their child at home with their involvement in school in both formal and informal ways. The vast majority of the research conducted on the relationship between parental involvement and achievement for students with disabilities has focused upon parents' involvement in the IEP process. Research has found that the IEP process has worked well for some parents but has been less positive for others (National Council on Disability, 1995). Among the barriers identified as limiting the effectiveness of parental involvement are low parent attendance, the limited amount of time allocated to IEP development, use of educational jargon by IEP team members, lack of parent knowledge of special education and, in turn, undervaluing parental input (McDonnell et al., 1997).

Recent changes in IDEA address some of the barriers that have at times limited parents' meaningful involvement in the development of their child's IEP. IDEA contains language that explicitly expands upon parents' rights to be actively involved with the evaluation and placement process. Requiring States to ensure that parents are "members of any group that makes decisions on the education placement of their child" will hopefully ensure that their role shifts from merely signing off on IEPs to actively contributing to decisions regarding how their child will receive services. Parents play a key role in ensuring that schools fulfill their obligations stipulated in IDEA, and the new provisions in IDEA strengthen the emphasis upon parental involvement.

Resolving Disputes Through Mediation

Mediation has been practiced as an alternative to civil litigation since the late 1970s. Mediation is defined as a dispute resolution process in which an objective facilitator assists parties to "identify and discuss issues of mutual concern, explore solutions, and develop mutually acceptable agreements" (Schrag, 1996, p. 4). The search for alternative methods of dispute resolution has arisen out of growing concerns about the increasingly litigious nature of due process proceedings related to IDEA that have become adversarial, political, time consuming, and expensive (Suchey & Huefner, 1998; Zirkel, 1994; Boscardin, 1987). The 1997 amendments introduced language that encourages parents and schools to resolve special education due process complaints through mediation as opposed to expensive and time-consuming litigation. States must bear the expense of the mediation, which is voluntary and cannot be used to delay parents' due process rights. In addition, in contrast to a more traditional hearing officer who issues decisions and has the authority to enforce, a mediator's role is limited to recommending solutions that may be rejected by either parties involved (Suchey & Huefner, 1998).

Language explicitly requiring States to "ensure that procedures are established and implemented to allow dispute resolution through mediation" is new to IDEA. However, individual States have been using alternative dispute resolution techniques and specifically mediation systems to resolve special education disputes for more than 20 years (Ahearn, 1994; Schrag, 1996). A 1994 survey found that 39 of the 50 States had developed and implemented special education mediation procedures, with two additional States in the process of developing a mediation system (Ahearn, 1994). Yet, there are very little data available regarding the number of special education mediations conducted in any given year. The lack of data may be attributable to the decentralized nature of mediation and the fact that a great deal of "informal mediation" occurs at the school level in the process of making decisions regarding special education (Ahearn, 1994).

A recent study of complaint procedures found that when States ranked alternative complaint procedures, the majority of the State-level complaint managers responding (35 of 50 responded to the survey) reportedly preferred mediation over other forms of alternative resolution such as the State complaint process or the hearing process in terms of cost, effectiveness, parental satisfaction, and LEA satisfaction (Suchey & Huefner, 1998). Research conducted on mediation in general finds it preferable to due process hearings in terms of timeliness, cost, and ability to facilitate communication between parents and educators (Ahearn, 1994). In addition, states report a high rate of resolution of disputes through mediation (Schrag, 1996). Finally, mediation may potentially help less affluent parents access a means to introduce and resolve conflict that previously would not have been available through a formal hearing due to limited knowledge of the system and means to hire an attorney.

Concerns about mediation raised over the past 30 years include questions about objectivity of mediators employed by SEAs, the reality that mediation is frequently introduced after a relationship has deteriorated, and that mediation may potentially subvert individual legal rights. In addition, mediation may not be the best alternative for all conflicts. A 1995 study identified specific circumstances where mediation may not be appropriate: legal interpretation of IDEA is necessary, a parent wants the district to make a personnel change, one of the parties is unwilling to participate in mediation, and one of the parties may be unable to benefit from mediation due to personal circumstances such as a disability or an individual's diminished capacity (Schrag, 1996).

Issues that should be taken into consideration when developing State-level mediation systems will include how States select and pay mediators to avoid potential conflicts of interest, involvement of attorneys in mediation sessions, ongoing training of mediators, and procedures to maintain a balance of power between the district and parents in mediation to ensure that mediation procedures are fair (Schrag, 1996). In addition, research suggests that mediation efforts should be initiated as soon as conflicts arise, and evaluation systems are needed to track utilization of mediation and measure the effectiveness and impact of mediation on special education due process complaints.

Summary

This module has highlighted some current thinking within nine specific issues that have been identified by Congress as requiring specific attention as part of a national assessment of the status of the implementation of IDEA. As noted in the introduction, many of the issues have both an extensive implementation history as well as a significant knowledge base. In other areas, we know little about the impact of IDEA.

While this module could not do justice to the breadth of the relevant research and policy literature, it does point to some of the critical indicators that should be considered for evaluation. For example, the nature and intensity of supports provided to assist students with disabilities to access both general education environments and curriculum are clearly evident in the research literature as substantial contributors to achieving effective access. Similarly, the importance of interagency collaboration as well as coordination across educational programs are documented features of successful transition processes as well as positive approaches to dealing with behavior problems of students with disabilities.

A national assessment of IDEA should be conducted within the context of what is known about effective policies and practices in implementing key provisions of the law and the degree to which these proven policies and practices are evident in States, local districts, and schools.

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GRADUATION REQUIREMENTS AND HIGH SCHOOL COMPLETION FOR STUDENTS WITH DISABILITIES

As policy makers stress student accountability and adopt high academic standards, including more stringent graduation requirements, it is critical that they consider the effects of these changes on the high school completion of students with disabilities. In *Brookhart v. Illinois State Board of Education,* the court ruled that students with disabilities can be held to the same graduation requirements as nondisabled students, but schools must guarantee students with disabilities the opportunity to learn the required material. If students with disabilities are held to high standards, States must provide an opportunity for them to learn the content on which their graduation status rests (Policy Information Clearinghouse, 1997). Furthermore, as States increase the focus on academic requirements for graduation, students with disabilities may have fewer vocational courses available to them and fewer opportunities to acquire valuable vocational skills. Students with disabilities are less likely to drop out of school and are more likely to be competitively employed after high school if they receive adequate vocational education classes in high schools (Policy Information Clearinghouse, 1997). This module presents information on the percentage of students with disabilities who completed high school in 1996-97 and explores the relationship between State high school graduation requirements and graduation rates for students with disabilities.

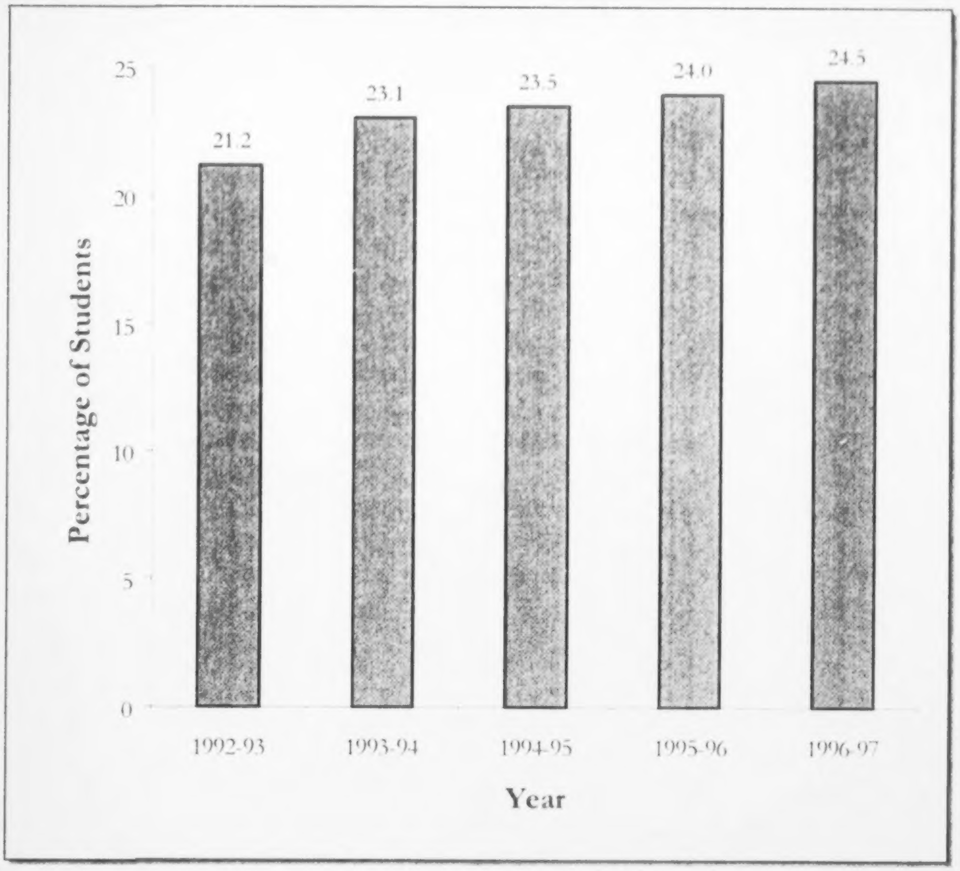
High School Completion: The National Perspective

In 1996-97, 133,808 students ages 17 and older with disabilities graduated with a standard high school diploma. This represents 24.5 percent of all students with disabilities ages 17 and older and 44.2 percent of those students exiting the educational system. As shown in figure IV-1, the percentage of students with disabilities who complete high school with a standard diploma has increased gradually over the past several years, from 21.2 percent in 1992-93 to 24.5 percent in 1996-97.

Graduation rates vary by disability and by State. States with the highest percentage of students with disabilities graduating from high school include Minnesota (38.2 percent), Connecticut (36.5 percent), and Nebraska (36.5 percent). States with the lowest percentage of students with disabilities graduating from high school include South Carolina, Delaware, Louisiana, Puerto Rico, and Mississippi, which reported 10.8, 10.1, 9.1, 7.0, and 6.8 percent, respectively.

Figure IV-1

Percentage of Students Ages 17 and Older with Disabilities Graduating with a Diploma: 1992-93 to 1996-97



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Students with certain disabilities were more likely than others to graduate from high school with a diploma. Thirty-five percent of students with speech and language impairments, 30 percent of students with traumatic brain injury, and 30 percent of students with visual impairments graduated with a diploma in 1996-97. Percentages of students receiving diplomas were lowest for students with autism (7.5 percent) and multiple disabilities (9 percent) (see table IV-3).

Table IV-3

Number and Percentage of Students Ages 17 and Older Receiving a Diploma: 1996-97[a]

Disability	Number	Percentage
Specific learning disabilities	91,112	29.4
Speech or language impairments	3,815	34.6
Mental retardation	14,327	13.43
Emotional disturbance	12,807	21.4
Multiple disabilities	1,640	8.94
Hearing impairments	2,615	28.5
Orthopedic impairments	1,853	23.7
Other health impairments	3,558	25.7
Visual impairments	1,107	30.0
Autism	302	7.5
Deaf-blindness	41	14.7
Traumatic brain injury	625	30.0
All disabilities	133,802	24.5

[a] The percentages in this table were calculated by dividing (1) the number of students ages 17 and older in each disability category who received a diploma by (2) the total number of students with disabilities ages 17 and older in each disability category.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

State Graduation Requirements and Graduation Rates

Thurlow, Ysseldyke, and Anderson (1995) documented State graduation requirements for students with disabilities. They found that high school graduation requirements varied considerably from State to State. In 1994-95, approximately 17 States required students to pass a high school exit examination or minimum competency test, while the others had no such requirement. Most States required students to earn a specified number of class credits in particular curricular areas to receive a high school diploma. However, the number of class credits each State required differed widely. For example, Colorado left all credit requirements to local school district discretion, while Utah required students to earn 15 specific course credits and 9 elective course credits (Thurlow et al., 1995). It is also important to remember that local school districts may require additional courses beyond those specified by the State.

Table IV-4

Percentage of Students Ages 17 and Older with Disabilities Graduating with a Diploma, by State Credit Requirements: 1994-95

Unit Required for Graduation	0-15 Carnegie Units	16-20+ Carnegie Units	21+ Carnegie Units
Mental Retardation	12.5	14.4	13.5
Specific Learning Disabilities	27.0	29.0	28.9
Speech or Language Impairments	42.9	32.0	23.3
Emotional Disturbance	20.8	21.2	20.3
Other Disabilities	14.6	16.8	20.7
All Disabilities	22.8	24.0	23.8

Sources: Thurlow et al. (1995). *High school graduation requirements. What's happening for students with disabilities?* Minneapolis: National Center on Educational Outcomes; U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Many States require students with disabilities to meet the same graduation requirements as nondisabled students in order to receive a standard diploma. Other States award a standard diploma to students with disabilities who meet the objectives of their individualized education program (IEP) regardless of whether they meet other graduation requirements. Still others award a modified diploma or certificate of completion to students who complete their IEP but do not meet standard diploma requirements (Thurlow et al., 1995). Consequently, even when graduation data are collected in a consistent manner, it is difficult to interpret comparisons of graduation rates across States.

Presumably, differences in graduation requirements affect graduation rates for students with disabilities. One might expect graduation rates to decrease as course requirements increase. This, in fact, is not the case. As a group, States requiring 0 to 15 credits awarded diplomas to 23 percent of students with disabilities. In those States requiring 16 to 20 units, and in those requiring over 21 credits, 24 percent of students with disabilities graduated. Graduation rates were fairly consistent across States with different credit requirements; this pattern also holds within several of the large disability categories (see table IV-4). However, students with speech and language impairments were more likely to graduate with a diploma if they resided in a State with fewer credit requirements. The opposite was true for students with lower incidence disabilities combined (including hearing impairments, multiple disabilities, autism, orthopedic impairments, other health impairments, visual impairments, deaf-blindness, and traumatic brain injury (Thurlow et al., 1995).[1]

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[1] Only standard diploma recipients were included in the graduation rates, and analysis of graduation requirements was limited to standard diplomas.

Table IV-5

Percentage of Students Ages 17 and Older with Disabilities Graduating with a Diploma, by State Graduation Test Requirements: 1994-95

	States with an Exit Exam Requirement	States without an Exit Exam Requirement
Mental Retardation	9.4	15.4
Emotional Disturbance	19.0	21.8
Specific Learning Disabilities	27.3	29.5
Speech or Language Impairments	24.8	37.5
Other Disabilities	15.6	17.3
All Disabilities	21.4	24.5

Sources: Thurlow et al. (1995). *High school graduation requirements. What's happening for students with disabilities?* Minneapolis: National Center on Educational Outcomes; U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

High school exit examinations also appear to be associated with graduation rates. As a group, States that require exit examinations awarded diplomas to 21 percent of students with disabilities compared to 24 percent of students in States without such examinations. The graduation rates for students in certain disability categories were also higher in States without high school exit tests. The greatest discrepancy between graduation rates in States with and without high school exit tests was for students with speech and language impairments. Graduation rates were 25 percent versus 38 percent, respectively (see table IV-5).

As mentioned previously, States vary in the extent to which general graduation requirements apply to students with disabilities. For example, a State may generally require a certain number of credits and successful performance on a high school exit examination in order to graduate, but those requirements may not apply to students with disabilities. In some States, students with disabilities need only to complete the goals set forth in their IEP to receive a standard high school diploma. In other States, all general diploma requirements apply to students with disabilities.

The relationship between State graduation rates and graduation requirements for these students reflects these differing requirements. States that require students with disabilities to complete specified credits or IEP objectives graduate more than 25 percent of students with disabilities compared to 21 percent of students with disabilities in States that require students with disabilities to pass a high school exit examination, regardless of other requirements. States that allow local school districts to determine graduation requirements for students with disabilities graduate over 30 percent of students with disabilities. The lower graduation rate in States with exit examination

Table IV-6

Percentage of Students Ages 17 and Older with Disabilities Graduating with a Diploma, by Type of State Graduation Requirements: 1994-95

To receive a diploma, States require students with disabilities to:	Earn Credits Only	Complete an IEP Only	Pass an Exit Exam (with or without credit requirement)	Other
Mental Retardation	17.4	18.8	8.7	21.2
Specific Learning Disabilities	30.8	29.2	26.7	32.7
Speech or Language Impairments	31.9	23.9	24.9	85.4
Emotional Disturbance	21.0	22.8	19.4	23.1
Other Disabilities	21.3	17.0	15.9	23.0
All Disabilities	25.9	25.2	21.1	31.2

Sources: Thurlow et al. (1995). *High school graduation requirements. What's happening for students with disabilities?* Minneapolis: National Center on Educational Outcomes, U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

requirements was consistent across most disability categories (see table IV-6) (Thurlow et al., 1995).

The results from a multivariate model presented in table IV-6 suggest that, when controlling for credit requirements, requirements related to IEP completion, and other graduation requirements, students with disabilities are significantly less likely to graduate if they are also required to pass a high school exit examination. This was consistent across disability categories, but differences in the odds ratios[2] were greatest for students with mental retardation and speech and language impairments, suggesting that graduation examinations are a particular barrier to graduation for these youths.

High school credit requirements were not associated with reductions in graduation rates once the model controlled for other differences in graduation policy. The odds ratio for credits required for graduation was close to one for each disability group meaning the probability of graduation did not change very much based on different credit requirements (Westat, 1998).

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[2] The odds ratio shows, for each level of the independent variable (graduation requirements), the increased probability of graduation relative to other levels of that variable.

Table IV-7

Logistic Regression Results: Graduation Requirements and Graduation for Students Ages 17 and Older with Disabilities

	Parameter Estimate (x)	S.E. (x)	P value (x)	Odds Ratio
Model Intercept	1.0484	0.0113	0.0001	
Exit Exam Required	0.3777	0.0090	0.0001	0.685
IEP Completion Required	0.1255	0.0073	0.0001	0.882
Undefined Requirements	0.2453	0.0128	0.0001	1.178
Credits	0.0057	0.0008	0.0001	1.006

Source: Westat (1998). *An exploration of the relationship between high school graduation requirements and graduation rates for students with disabilities.* Rockville, MD: Author.

Of the States that did not require students with disabilities to pass an exit examination, some required students to complete the objectives of their IEP, some required specific credits for graduation, and others allowed local education agencies to set graduation requirements. Students were less likely to graduate if they resided in States that required completion of IEP objectives than if they resided in States that required only the completion of class credits. Students with disabilities in States that allowed local education agencies to set graduation requirements were significantly more likely to graduate than those in States with credit requirements. This pattern was also consistent across disabilities (see table IV-7).

Summary

In 1996-97, 24.5 percent of all students ages 17 and older with disabilities graduated from high school with a diploma. This was a slight increase from 1995-96. States clearly differ in their graduation requirements for students with disabilities, and these differences appear to affect the percentage of students graduating with a diploma. In particular, States with high school exit examinations, as a group, graduate somewhat fewer students with disabilities than States without such an examination. Differences in graduation rates between States with and without exit examinations are most notable for students with speech and language impairments. States adopting or revising graduation requirements should be cognizant of the effects these requirements have on the graduation rates of students with disabilities.

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STATE IMPROVEMENT AND MONITORING

The Individuals with Disabilities Education Act (IDEA) directs the Department of Education to assess the impact and effectiveness of State and local efforts to provide a free appropriate public education to children and youth with disabilities. The Office of Special Education Programs (OSEP), a component of the Office of Special Education and Rehabilitative Services (OSERS), assists State education agencies (SEAs) and local education agencies (LEAs) in implementing Federal special education mandates by making grants according to congressional appropriations and providing technical assistance, policy support, and monitoring oversight.

OSEP works in partnership with States, school districts, school administrators and teachers, institutions of higher education, students with disabilities and their families, advocacy groups, and other stakeholders to ensure positive educational results for students with disabilities. OSEP uses research, dissemination, demonstration, systems change, and other technical assistance strategies to provide State and local education agencies with tools to assist them in improving teaching and learning.

OSEP has been working with States, parents, and other advocates to shape its accountability work in a way that drives and supports improved results for children and youth with disabilities without sacrificing any effectiveness in ensuring that the individual rights of those children and their families are protected. To ensure compliance that supports strong results for people with disabilities, OSEP's process includes the following:

- providing technical assistance to States on an ongoing basis regarding legal requirements and best practice strategies for ensuring compliance in a manner that ensures continuous progress;
- reviewing each State's statutes and regulations and other policy and technical assistance documents and documentation of the State's exercise of its general supervision responsibilities, including monitoring and complaint resolution;
- conducting site visits and other activities to ensure *implementation* of policies and procedures that are consistent with the requirements of IDEA and that support reform and strong results;
- ensuring correction of noncompliance in a manner that supports improved results and reform; and

- maintaining ongoing communication with States, national and State organizations, parents and advocates, and other constituents.

Based in large part on Congress' findings, as set forth in the IDEA Amendments of 1997, and the results of the National Longitudinal Transition Study,[1] OSEP has found that the requirements with the strongest links to improved educational results for students with disabilities include those addressing:

- involvement and progress of students with disabilities in the full range of curricula and programs available to nondisabled children (and the supports, services, and modifications that children with disabilities need to learn effectively in those curricula and programs, as determined through the development of an individualized education program (IEP)), including general curricula and vocational education and work-experience programs;
- the participation of children with disabilities in state- and districtwide assessments of student achievement;
- the provision of transition services to enable students with disabilities to move effectively from school to postschool independence and achievement;
- educating children with disabilities with nondisabled children to the maximum extent appropriate; and
- parent, student, and regular education personnel participation in the development and implementation of educational programs for children with disabilities.

Indeed, based on more than 20 years of research and experience since the 1975 enactment of IDEA's predecessor, P.L. 94-142, Congress, in the IDEA Amendments of 1997, greatly strengthened IDEA's emphasis on all of these critical components of effective education for students with disabilities.

Because each State has general supervisory responsibility for all educational programs for its children with disabilities, OSEP focuses its monitoring activities on each State's systems for ensuring that all public agencies comply with the requirements of Part B, including those emphasized above, in providing services to students with disabilities. These systems include the State's procedures for monitoring public agencies to determine compliance with Part B requirements as they apply to students with disabilities--including students placed by public agencies in private schools or facilities--and ensuring that public agencies correct any deficiencies; the State's complaint management and due process hearing systems; and its procedures for ensuring that special education programs administered by State agencies other than the SEA meet State standards and Part B requirements.

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[1] The National Longitudinal Transition Study identified several factors as strong predictors of postschool success in living independently, obtaining employment, and earning higher wages for youth with disabilities, including high school completion, participation in regular education with appropriate supplementary aids and services, and access to secondary vocational education, including work experience.

In working with States to ensure compliance and improved results for students with disabilities, OSEP emphasizes partnerships and technical assistance, together with a strong accountability system. OSEP works with States, Regional Resource Centers, and others to identify systemic strengths and weaknesses and to develop strategies for systemic reform and improvement. OSEP also provides and brokers technical assistance to States on an ongoing basis regarding legal requirements and best practice strategies for ensuring compliance in a manner that ensures continuous progress in educational results for students with disabilities. OSEP uses these strategies for State improvement in conjunction with a multifaceted compliance review process that includes review and approval of State plans, onsite compliance reviews, procedures to ensure the effective and timely implementation of corrective action plans, and discretionary review of final State decisions on Part B complaints.

With the majority of the requirements of the IDEA Amendments of 1997 becoming effective with the President's signature on June 4, 1997, OSEP focused its monitoring efforts during the first half of the 1997-98 school year on working with a broad spectrum of stakeholders to ensure timely implementation of the new requirements in a manner which would support improved results for students and educational reform. Between August 1997 and January 1998, OSEP staff participated in implementation planning meetings in 49 States, Puerto Rico, the Virgin Islands, and the Bureau of Indian Affairs. These meetings included a broad array of stakeholders, including parents and representatives of advocacy groups, special and general education teachers and administrators, personnel from institutions of higher education, and representatives of the SEA and other State agencies. (See table IV-8 for the schedule of these visits.) OSEP staff also met in Hawaii with representatives from Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands; these representatives returned to their respective entities and in turn conducted implementation meetings with a wide spectrum of stakeholders to develop an implementation plan.

These implementation meetings resulted in a plan for each State that presents a comprehensive approach to the implementation of, and compliance with, the IDEA Amendments of 1997 and focuses on State systems for addressing the requirements of the amendments. Each plan reflects the unique needs and resources of the State and the administrative structure of State and local agencies. The plans integrate the State's proposals for making statutory and regulatory changes, conducting comprehensive training and technical assistance, monitoring compliance, and establishing LEA eligibility for Part B funding. In addition, many States focused on aligning their IDEA Amendments of 1997 implementation plan with their State's standards-based reform and accountability initiatives. During the 1997-98 school year, OSEP also conducted monitoring reviews of the implementation of Part C (previously Part H) of IDEA in Mississippi, California, and Illinois.

The success of the implementation planning process described above underscores the importance of building on the perspectives and resources of all stakeholders in designing and implementing an accountability system that would drive improved results for children and youth with disabilities. OSEP is only one partner with responsibility for results-based accountability, and in order to maximize the impact of all partners, it is important to understand the role of those partners and to focus on the requirements with the strongest links to improved results.

In February 1998, OSEP hosted a working meeting with representatives from diverse stakeholder groups, including State directors of special education, Parent Training and Information Centers, Regional Resource Centers, and parent and student advocacy groups. OSEP staff asked the participating stakeholders to help develop a vision for compliance with results-oriented requirements and to develop monitoring strategies to determine the level at which the requirements have been implemented. Finally, OSEP staff asked the participants to propose a monitoring system that would incorporate these results-oriented monitoring strategies. The input from this very productive stakeholder meeting was used in the design of OSEP's Continuous Improvement Monitoring Process, which is built around a number of critical themes:

- ***Continuity.*** An effective accountability system must be continuous rather than episodic, be clearly linked to systemic change, and integrate self-assessment and continuous feedback and response.

- ***Partnership with stakeholders.*** OSEP should be a partner with parents, students, State and local educational agencies, and other Federal agencies, in a collaborative process in which stakeholders are part of the entire process, including setting of goals and benchmarks; the collection and analysis of self-assessment data; the identification of critical issues and solutions to problems; and the development, implementation, and oversight of improvement strategies to ensure compliance and improved results for children and youth with disabilities.

- ***State accountability.*** States will assume accountability for measuring and reporting progress, identifying weakness, and identifying and implementing strategies for improvement.

- ***Self-assessment.*** Each State will work with stakeholders to design and implement an ongoing self-assessment process that is focused on improving results for children and youth with disabilities and that facilitates continuous feedback and use of information to support ongoing improvement. OSEP will periodically visit programs in each State to verify the self-assessment.

- ***Data driven.*** The continuous improvement monitoring process in each State will be driven by data that focus on improved results for children and youth with disabilities. On an ongoing basis, each State will collect and use data that are aligned with the State's performance goals and indicators. OSEP will review these data regularly. OSEP and the States will also compare data across States and school districts to identify needs and strategies for improvement. Some of the available data which will be critical to the self-assessment and validation process include graduation and dropout rates, performance data for students with disabilities taking state- and districtwide assessments, suspension and expulsion rates for children and youth with disabilities, and information on identification and placement of students from racial/ethnic minority backgrounds.

- ***Public process.*** It is important that the self-assessment and monitoring process be public. Information from self-assessments, monitoring reports, and correction/improvement plans should be widely disseminated.

- ***Technical assistance.*** Because the monitoring process focuses on continuous improvement, technical assistance is a critical component of the process. Therefore, OSEP will make technical assistance a priority of its onsite work in each State. States will be encouraged to include a technical assistance plan as part of their correction/improvement plan and to use the Regional Resource Centers and NECTAS to provide and broker technical assistance throughout the improvement process. The identification and dissemination of promising practices will be a key component of the technical assistance process.

OSEP customizes its continuous improvement monitoring process to meet the individual needs of each State. In States where there is evidence of substantial compliance with IDEA requirements, OSEP's efforts focus on the identification and implementation of promising practices. OSEP works with States that are not demonstrating compliance to develop a plan for corrective actions. States that fail to correct identified deficiencies may be subject to enforcement actions such as special conditions on grant awards, a compliance agreement, or withholding of funds.

The continuous improvement monitoring cycle consists of the following phases:

- ***Self-assessment.*** The State works with a steering committee of stakeholders, representing diverse perspectives, to develop and implement a self-assessment to determine how successful the State has been in achieving compliance and in improving results for children and youth with disabilities and their families.

- ***Validation planning.*** The steering committee works with OSEP staff to plan strategies for validating the self-assessment results, including, if appropriate, onsite collection of data. The validation planning stage includes meetings to obtain focused public input, review of the self-assessment, and the development of a monitoring plan, which may include both offsite and onsite strategies.

- ***Validation data collection.*** OSEP collects validation data, presents those data to the steering committee in a structured exit conference, and works with the steering committee to plan the reporting and public awareness processes. All 1998-99 reviews will include data collection at both the State and local levels.

- ***Improvement planning.*** Based on the self-assessment and validation results, the steering committee develops an improvement plan that addresses both compliance and improvement of results for children and youth with disabilities and that includes timelines, benchmarks, and verification of improvement. OSEP encourages States to include their Regional Resource Center and/or NECTAS in the development of the improvement plan, in order to effectively include technical assistance in the planning and implementation of the improvement plan.

- ***Implementation of improvement strategies.*** The State implements and evaluates the effectiveness of the improvement plan.

- ***Verification and consequences.*** Based on documentation received from the State and the steering committee, OSEP verifies the actions' effectiveness in implementing the improvement plan. Where the State has been effective in achieving verifiable improvement, positive consequences may include public recognition. If a State does not implement the improvement plan or if implementation is not effective, OSEP may need to impose sanctions. These may include OSEP's prescription of corrective actions, a compliance agreement, or other enforcement actions.

- ***Review and revision of self-assessment.*** Based on the results of the previous improvement planning cycle, the SEA, in partnership with the steering committee, reviews, and, as appropriate, revises the self-assessment.

During the 1998-99 school year, OSEP focused its continuous improvement monitoring process on the following cluster areas:

PART B	PART C
Free Appropriate Public Education in the Least Restrictive Environment	Child Find and Public Awareness
Parental Involvement	Early Childhood Transition
Secondary Transition	Early Intervention Services in the Natural Environment
General Supervision	Family Centered Services
	General Supervision

For each of these cluster areas, OSEP has identified one or more components that OSEP uses (and that steering committees may choose to use) as a basis for reviewing the State's performance through examination of State and local indicators.

The self-assessment and monitoring process incorporates use of the cluster areas through the following steps:

- Identifying indicators for measuring progress in the implementation of IDEA;
- Identifying potential data sources and gathering data pertinent to the indicators;
- Analyzing the data to determine the positive and negative differences between the indicators as stated and their status at the time of evaluation; and
- Identifying promising practices and developing improvement and maintenance strategies.

The schedule for the 1998-99 continuous improvement monitoring visits is shown in table IV-9.

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Table IV-8
Schedule of the IDEA Amendments of 1997 Implementation Planning Visits

- Montana (August 1997)
- Kansas (September 1997)
- Kentucky (September 1997)
- Michigan (September 1997)
- North Dakota (September 1997)
- Oregon (September 1997)
- Wisconsin (September 1997)
- Hawaii (September 1997)
- West Virginia (October 1997)
- Illinois (October 1997)
- Indiana (October 1997)
- Alaska (October 1997)
- Vermont (October 1997)
- Arkansas (October 1997)
- Iowa (October 1997)
- South Carolina (October 1997)
- Nebraska (October 1997)
- Utah (October 1997)
- Minnesota (October 1997)
- Pennsylvania (October 1997)
- Maine (October 1997)
- New Hampshire (October 1997)
- Alabama (November 1997)
- New Mexico (November 1997)
- Ohio (November 1997)
- Colorado (November 1997)
- North Carolina (November 1997)
- Delaware (November 1997)
- Wyoming (November 1997)
- Washington (November 1997)
- Tennessee (December 1997)
- Nevada (December 1997)
- Virgin Islands (December 1997)
- South Dakota (December 1997)
- Idaho (December 1997)
- California (December 1997)
- Louisiana (December 1997)
- Massachusetts (December 1997)
- Missouri (December 1997)
- Maryland (December 1997)
- New York (December 1997)
- New Jersey (December 1997)
- Oklahoma (December 1997)
- Virginia (January 1998)
- Mississippi (January 1998)
- Connecticut (January 1998)
- Puerto Rico (January 1998)
- Rhode Island (January 1998)
- Georgia (January 1998)
- Arizona (January 1998)
- Florida (January 1998)
- Bureau of Indian Affairs (January 1998)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

Table IV-9
Schedule of 1998-99 Continuous Improvement Monitoring Visits

North Dakota
August/September 1998

Nebraska
August/October 1998

Washington
August/October 1998

New Mexico
October/December 1998

Utah
October/December 1998

Arizona
October 1998/January 1999

Wisconsin
November 1998/February 1999

Massachusetts
November 1998/February 1999

New York
February/April 1999

Montana
March/April 1999

South Dakota
March/May 1999

Bureau of Indian Affairs
(Data collected during North Dakota, New Mexico, and South Dakota visits)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

PROGRESS IN IMPLEMENTING THE TRANSITION REQUIREMENTS OF IDEA : PROMISING STRATEGIES AND FUTURE DIRECTIONS[1]

Introduction

The IDEA Amendments of 1997 expanded upon IDEA's previous transition requirements. The amendments require that the individualized education program (IEP) include, "for each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program)" (20 U.S.C. 1414(d)(1)(A)(vii)(I); 34 CFR 300.347(b)(1)). In addition, the IEP must include "for each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages" (20 U.S.C. 1414(d)(1)(A)(vii)(II); 34 CFR 300.347(b)(2)). These transition statements are designed to provide instruction, related services, and community experiences that lead to positive postschool results in postsecondary education and training, employment, adult services, independent living, and community participation. IDEA regulations require that the public agency must invite a student with a disability of any age to attend his or her IEP meeting if the purpose of the meeting will be consideration of transition services needs or needed transition services. In addition, the public agency must invite a representative of any other agency that is likely to be responsible for providing or paying for transition services (34 CFR 300.344(b)). IDEA also requires that transition services be "a coordinated set of activities" that are "designed within an outcome-oriented process that promotes movement from school to postschool activities" and that are based "on the individual student's needs, taking into account the student's preferences and interests" (20 U.S.C. 1401(30); 34 CFR 300.29).

Inclusion of transition planning and services in IDEA occurred in the context of at least a decade of attention to the need to develop transition policies, programs, and services for youth with disabilities that would allow them to make successful transitions from school to adult life (DeStefano, 1989; Everson, 1988; Hasazi, Gordon, & Roe, 1985;

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[1] This module reports on work conducted by Lizanne DeStefano, University of Illinois, and Susan Hasazi and Katharine Furney, University of Vermont, on the implementation of the transition requirements of IDEA at the State and local levels from 1991 through 1999. This work was funded, in part, by the Office of Special Education Programs (OSEP) and the National Institute on Disability and Rehabilitation Research (NIDRR).

McDonnell & Hardman, 1985; Rusch & Phelps, 1987; Wagner, D'Amico, Marder, Newman, & Blackorby, 1992; Will, 1983). The literature on these and other early experiences with transition provided forewarning, however, that the complexity of the transition process required substantial changes in practice at the individual and systems levels that would make it difficult to ensure nationwide implementation of IDEA's transition requirements (Everson & McNulty, 1992).

At the individual level, these changes include using the transition planning process and related instruction as vehicles for fostering self-determination and self-advocacy skills among students with disabilities (Field & Hoffman, 1996; Martin, Marshall, & Maxon, 1993; Smith-Horn & Singer, 1996; Szymanski, 1994; Van Reusen & Bos, 1994; Wall & Datillo, 1995; Ward, 1996; Ward & Kohler, 1996; Wehmeyer, 1996; Wehmeyer & Ward, 1995), incorporating diverse family and cultural perspectives into transition planning (Boone, 1992; Harry, 1992; Lynch & Stein, 1982; MacGugen, 1991; Sontag & Schacht, 1994; Turnbull & Turnbull, 1996), and using person-centered planning processes in IEP/transition planning in order to create a more responsive and family-centered meeting context (Forest & Pearpoint, 1992; Marrone, Hoff, & Helm, 1997; O'Brien, Forest, Snow, & Hasbury, 1989; Salembier & Furney, 1994; Turnbull, Blue-Banning et al., 1996).

At the systems level, the goal of ensuring a successful transition from school to adult life for students with disabilities may require major changes in schools, adult services, and communities (DeStefano & Wermuth, 1992). Such changes include an increased capacity on the part of schools to provide appropriate services and curriculum options for students with disabilities, expansion of collaborative planning and service delivery efforts among schools and human service agencies, and the development and expansion of community networks and options for youth and adults with disabilities (Brown, Halpern, Hasazi, & Wehman, 1987; Everson & McNulty, 1992; Nisbet, Covert, & Schuh, 1992).

Finally, the more general literature on policy implementation suggests that the implementation of *any* policy is a challenging prospect. The current literature regards policy implementation not as an event but as a slow, incremental, and multifaceted process that must take into account local context and values (Argyris & Schon, 1996; Deal & Peterson, 1994; Elmore & McLaughlin, 1988; Fullan, 1991; Sabatier & Jenkins-Smith, 1993; Stone, 1997); encourage the development of local capacity and will (Elmore, 1996; McLaughlin, 1987; Spillane & Thompson, 1996); and enable local implementers to take ownership for implementing, evaluating, revising, and incorporating changes into daily practice (Fullan, 1991).

Despite a strong mandate, growing awareness of transition issues, and related promising practices, a number of challenges appear to have resulted in uneven implementation of

IDEA's transition requirements across States and localities (DeStefano & Wermuth, 1992; Everson & McNulty, 1992; Fullan, 1991; Szymanski, 1994). At the individual level, there remains a need for education and adult service professionals to expand their efforts to promote self-determination skills among students (Martin & Marshall, 1996; Szymanski, 1994; Ward, 1996; Wehmeyer, 1996) and to facilitate increased student and parent involvement in transition planning (Gallivan-Fenlon, 1994; Lichtenstein, 1993; Lichtenstein & Michaelides, 1993; Salembier & Furney, 1997). At the systems level, State and local education, vocational rehabilitation, and human service agencies have been challenged to re-examine their policies and recreate organizational structures to promote interagency collaboration in planning and service delivery and to develop and expand community networks for youth and adults with disabilities (DeStefano & Wermuth, 1992; Everson & McNulty, 1992; Nisbet et al., 1992). In addition, throughout the implementation process, policy makers, leaders, and practitioners are finding it necessary to deal with challenges often associated with change.

Although IDEA's mandate for transition planning presents a host of challenges that have been addressed with varying degrees of success in State departments, schools, and communities across the United States, some States and localities have in fact made substantial progress in their efforts to implement the IDEA requirement. Since 1992, a series of three studies have been conducted to identify States and localities where implementation of the Federal transition initiative has been successful[2] and to explore the contextual characteristics and change strategies that have helped translate policy into practice. This module highlights the findings of two of these studies and preliminary findings of the third study.

State Implementation Study [3]

The first study, conducted from 1992 to 1995, explored State-level implementation of Federal transition policies. Administrators, policy makers, and stakeholders in three States considered by nationally recognized experts in transition to be leaders in implementation of transition policies and practices were interviewed during in-depth site visits to each State. The interviews were analyzed using qualitative and cross-case analysis, resulting in the identification of seven common themes related to successful implementation of transition policies at the State level (Furney, Hasazi, & DeStefano, 1997). These themes will be discussed later in this module.

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[2] In these studies, success is defined as substantial progress in implementing the transition requirements of IDEA as judged by a national panel of experts. For a more complete description of this process, see Furney, Hasazi, & DeStefano (1997) and Hasazi, Furney, & DeStefano (1998).

[3] For a complete report on the findings of this study, see Furney, Hasazi, & DeStefano (1997).

State and Local Implementation Study[4]

The local implementation study which began in 1995 and continues through 1999, was designed to extend and expand the findings of the State implementation study. The study will describe the implementation of policies, practices, and procedures associated with transition planning at the local level and will identify factors that support or inhibit implementation. In order to gain an understanding of the contextual and evolutionary nature of implementation, 10 sites located across the country were purposefully selected to represent varying degrees of progress in their efforts to implement the transition services requirements of IDEA. Five sites were identified as "models" because they had demonstrated a high degree of success[5] in implementing transition policies and related promising practices, while five were identified as "representative" sites in which initial implementation efforts had occurred but were at times inhibited by a variety of challenges typically associated with change. This module focuses on findings from the model sites.

Policy Forum[6]

A policy forum was held in September 1997 as part of the effort to understand the impact of context and policy characteristics on implementation and outcomes. The goals of the forum were to (1) identify promising practices related to transition that may have implications for policy development, (2) identify key issues influencing implementation of Federal policies related to transition at the State and local levels, (3) identify mechanisms and/or policy instruments that have the potential to facilitate implementation at the State and local levels, and (4) identify a set of policy recommendations in the area of transition and secondary education. Participants represented knowledgeable and effective policy makers, administrators, direct service providers, parents, and advocates at the local, State, and Federal levels. They also represented the general education, special education, rehabilitation, and school-to-work fields. Participants included parents and family members, local and State directors of special education, State transition systems change grant directors, local case managers, transition specialists, State and local directors of rehabilitation services, a local school superintendent, and representatives of OSEP, the Rehabilitation Services Administration (RSA), and the National School-to-Work initiative. Seven issues and accompanying policy recommendations were identified through the forum process.

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[4] For a complete report on the findings of this study, see Hasazi, Furney, & DeStefano (1998).

[5] For purposes of this study, success was defined as complete implementation of transition policies and service provision as perceived by key stakeholders in the district and validated by the research team.

[6] For a complete report on the findings of this study, see DeStefano, Heck, & Hasazi (1998).

Findings

The findings and implications reported in this section were derived from the three studies described above. While the contexts at the State and local levels differed, seven common themes emerged that appeared to enhance implementation efforts across both levels. The remainder of this section will describe promising practices and policies associated with each of the seven emerging themes (see table IV-10, for a summary).

Theme 1: Creating an Environment Conducive To Implementation of Transition Policies and Practices

One of the strongest recurring themes was the presence of shared values and beliefs that contributed to the evolution and expansion of policies and practices related to transition. These values and beliefs affected the ways that people perceived the nature and purpose of their communities and, in turn, the ways that they viewed transition planning and services in the larger educational and societal context.

Nearly all the interviewees in successful State and local programs believed that people with disabilities were the responsibility of the local communities in which they resided. Often, this belief was described as a need for community members to "take care of and support one another." In these sites, transition planning was emerging as a valued process for students both with and without disabilities and linked to various reform efforts such as school-to-work and standards-based instruction. Participants viewed the transition planning process, through articulating students' goals and aspirations, as important for all students in order to provide the appropriate educational and career development experiences necessary to help each student achieve his or her personal goals. Many considered transition an important theme that should be considered not only from age 14 onward, but as part of the educational experience from kindergarten through the 12th grade.

Another widely held value was the critical nature of student and parent involvement and leadership in the transition process. The model sites implemented person-centered approaches to planning, and students were encouraged to assume greater leadership roles in the process. Prior to IEP meetings, parents were encouraged to help their children articulate their aspirations for the future to prepare them for discussions during the meetings.

In addition, in successful sites, transition personnel believed that collaboration among individuals, schools, and social service agencies was essential to effective transition planning. At both the individual and systems levels, collaborative approaches were thought to be essential to developing trust, communication, and accountability in the planning process to ensure a cohesive, coordinated approach to the design and development of transition supports and services. Finally, many study participants found that the degree of success their State experienced in implementing transition policies was related at least in part to the ability of policy makers and leaders to navigate what was described as the "paradox of local control." On the positive side, they noted that local control fostered empowerment, creativity, and the development of responsive and innovative local programs. On the negative side, policy makers and administrators who wished to ensure that changes were made in alignment with policy directives were at times frustrated by communities and service providers that exerted their desire to do things in their own way. The realities of local control created a need for policy makers and leaders to draft policies and develop strategies for implementation that were attentive to local context and that promoted responsibility and empowerment at the community and regional levels.

Theme 2: Using a Direct Policy Approach To Create Changes Related to Transition

In general, Federal and State policy measures were considered helpful in promoting and supporting systems change, although neither was regarded as powerful enough individually to be regarded as the primary cause of systems changes related to transition. Each of the States and local sites included in the studies had been involved in some way with transition planning and services before the enactment of the Education of the Handicapped Act (EHA) Amendments of 1990 and thus had a relatively strong historical context for implementation of the Federal mandate.

At the same time, it was believed that the Federal legislation played an important role in building on previous efforts to implement transition policies and practices. Many study participants commented that the enactment of the EHA Amendments of 1990 reinforced their positions as early leaders in the transition movement, providing more "clout" to their attempts to implement transition policies more consistently. The legislation served to highlight and raise awareness of transition issues among parents, students, educators, and adult service providers and gave policy makers and administrators a strong rationale for the continued need to support a variety of efforts to improve transition planning and services. These efforts included enhanced professional development opportunities and the development of structures at the State and local levels to promote both interagency collaboration and greater involvement of parents and students in governance issues.

Theme 3: Sharing Leadership

Across both State and local sites, both "top-down" and "bottom-up" forms of leadership were critical to the evolution of transition policies, practices, and services.

Personnel identified a range of key implementers in the transition movement who existed at all levels of government and throughout communities and organizations that contributed to the transition initiative in many ways. Importantly, leadership was regarded as something that occurred at both the State and local levels, and advocacy was perceived to be a critical aspect of leadership.

State-level leaders and local advocates had established an interdependent relationship in which both groups acknowledged their individual contributions to the change process as well as the positive outcomes of working and leading together. Nearly all involved parties identified key leaders in their States who held State-level administrative roles that allowed them to promote the development of transition planning and services. These leaders included State directors of special education, administrators in the adult services system, university professors, and administrators of parent advocacy organizations. Although the activities they engaged in varied somewhat across the State, they generally included developing and supporting Federal and State policies, promoting interagency awareness and collaboration, building a research base that furthered State and national agendas for transition, encouraging follow-up and follow-along systems for tracking students' postschool outcomes, and creating and supporting innovative school and community programs. These people were credited with leading in a collaborative and visionary way: they were known for being able to articulate values and practices that supported transition and for being "accessible," "creative," and "responsive to local needs."

Professionals and parents at the local level described how local and regional administrators had provided leadership critical to the implementation of Federal transition policies and related promising practices. These local and regional leaders, who included superintendents, principals, special education administrators, directors of adult service agencies, parent advocates, and coordinators of transition services, were credited with helping to establish a vision for transition and a structure to support implementation. They had helped to promote initial awareness of transition policies and practices and had worked to ensure that educators, service providers, employers, parents, and other community members were provided with ample opportunities and resources to learn about and implement innovative practices and services. Central office administrators and regional adult services administrators were credited with having convinced their governing agencies of the need to provide funding for local personnel to provide transition-related services and for ensuring that newly established positions were incorporated into long-term budgets and strategic plans. For example, superintendents and special education administrators in many local sites had been involved in creating "transition coordinator" positions, while an administrator in vocational rehabilitation in one site had been successful in funding "job placement specialist" positions in each of the district's high schools. Finally, it was noted that administrators in education and adult services had helped to foster a sense of leadership and initiative among teachers and service providers. With assurance and support from their administrators, these individuals advocated for new programs and services, developed and implemented new curricula, canvassed their communities to raise awareness of transition issues and create partnerships with members of the business community, and worked on a daily basis to ensure that the needs of students and parents were being met. Implementation of transition policies and practices thus occurred in both a "top-down" and "bottom-up" fashion; as a result it was effective and far-reaching.

Theme 4: Engaging in Substantive Collaboration Around Governance and Practice

An important strategy used to facilitate implementation of the State and Federal transition policies was the formation of collaborative structures that were specifically designed to promote interagency collaboration and build local and statewide capacity for transition.

The local sites were replete with examples of sustained, systemic interagency collaboration, including the establishment of key positions funded jointly by education and adult service agencies (e.g., transition coordinators and job placement specialists co-funded through education and vocational rehabilitation), agreements articulating policies and procedures that regard students' transition from school to adult service agencies and/or postsecondary education, monthly interagency planning meetings, cross-agency training opportunities, and the use of a variety of practices associated with collaboration and team-building. Across the sites, the professionals and parents described how student-centered approaches and the sense of trust present among educators, adult service providers, professionals in postsecondary education institutions, employers, and other community members created a context in which shared decision making flourished.

Examples of positive student outcomes associated with successful interagency collaboration included high percentages of students participating in employment and other community programs during high school, high rates of students participating in co-funded career assessment and development opportunities, increasing rates of concurrent enrollment in high school and community college, increasing numbers of students with disabilities enrolling in postsecondary education and training, and increasing numbers of students with disabilities being referred to and served by various adult service agencies following high school. Despite these positive trends, there were still significant challenges related to expanding in-school and postschool opportunities for students with emotional and behavioral problems or severe cognitive and physical disabilities.

At the State level, various approaches were used to support collaboration among State agencies. Some States established interagency coordinating counsels, which included administrators from education, rehabilitation, human services, and economic development, as well as consumers and family members. A similar structure was often replicated at the regional or local levels. These coordinating groups developed policies to guide joint funding for programs and personnel, designed and funded professional development opportunities, sponsored model demonstration projects, and designed and implemented evaluation studies.

Theme 5: Building Capacity for Long-lasting Change

Educators and human services professionals clearly articulated a common set of values and beliefs that guided how they thought about students with disabilities, how they took action to help students achieve their goals, and how they worked to make their schools and communities places that were responsive to the needs of students and families. A central underlying belief was a sense of caring for students and a related commitment to support them in engaging in meaningful experiences during and after high school. In the context of transition, the commitment to care for students was demonstrated by concerted attempts to keep the planning process focused on students' goals, interests, and needs. Meetings were structured to promote student and parent participation and to ensure that their voices were central to the planning process and to evaluation of student outcomes. A critical component of promoting student participation was attention to enhancing students' ability to determine their future and advocate for themselves. To this end, a majority of the students received specific instruction in self-determination and self-advocacy skills and/or participated in preplanning meetings to help them organize their ideas for upcoming transition planning meetings. Many teachers in the model sites were skilled in the use of person-centered planning processes that enhance student and parent participation in the IEP/transition planning process, and an increasing number were implementing curricula designed to teach students how to lead their own transition planning meetings and the development of the transition section of the IEP.

Capacity-building activities were viewed as critical to the processes of initiating and continuing systems change efforts related to transition. Strategies used to develop capacity included interprofessional inservice and preservice development opportunities for educators and adult service providers; summer institutes; conferences for students, parents, and educators; dissemination of written and audiovisual resources and materials related to transition planning; and technical assistance provided through education, human services, and federally funded transition systems-change projects. Some capacity-building activities focused on strengthening the individual planning process and developing students' skills in self-advocacy, whereas others focused on promoting more systemic change across agencies.

Finally, due to a perceived lack of opportunities for students exiting high school to participate in higher education and vocational technical preparation, concerned local sites were attempting to develop articulated agreements with community colleges and technical centers to allow students to enroll in selected coursework prior to graduation from high school. It was hoped that these efforts would encourage more students to pursue postsecondary education and provide an opportunity for faculty and staff in these organizations to gain positive experiences teaching and advising youth with disabilities. This was viewed as a long-term effort of great potential value for students and their families.

Theme 6: Linking Transition to Other Restructuring Efforts

Education reform was typically viewed by study participants as an integrated process that included a focus on successful school-to-adult life transition for students both with and without disabilities. There was little discussion of "general education reform" versus "special education reform"; rather, potential reforms were developed and implemented with careful attention to their potential impact on *all* students. At the local level, most of the sites had constructed a vision for education reform which connected transition to initiatives such as scheduling larger blocks of time for instruction, interdisciplinary curricula, applied learning, career development, and the implementation of State and local standards and assessment measures.

Closely related to the use of integrated approaches to education reform was emerging evidence that the special education transition initiatives were being linked to local implementation of the School-to-Work Opportunities Act (STWOA), a Federal cross-agency initiative designed to improve employment and training opportunities for all students. While the model sites were in different stages with respect to the levels of integration they had achieved between education reform and the STWOA, study participants at each site agreed that such a connection was necessary and potentially beneficial to students both with and without disabilities. As such, persons associated with both initiatives participated on many of the same advisory boards and transition-related committees. In some cases, high school personnel who provide employment and applied learning opportunities to students were co-funded with resources from special education, vocational rehabilitation, and the STWOA. A majority of transition personnel at both the State and local levels believed that the partnerships forming between schools and businesses through implementation of STWOA initiatives had the potential to promote expanded postschool opportunities and better outcomes for all students, including those with disabilities.

Theme 7: Using Results of Research and Evaluation To Enhance Policy and Practice

Participants acknowledged that research and evaluation are important in expanding the knowledge base related to transition and improving existing practices and services. The majority of such efforts had been conducted in collaboration with faculty members from institutions of higher education. Many study participants described the importance of follow-up studies on postschool outcomes of students with disabilities that had begun in the early 1980s. The studies painted a somewhat grim picture of the postschool lives of students with disabilities who exited from special education programs, but they served a positive function in highlighting the need to improve the opportunities and supports available to students making the transition from school to adult life. Many of the study participants believed that these follow-up data had been used both as part of the rationale for funding Federal model demonstration and systems change projects related to supported employment and transition and to promote the development of Federal and State policies on transition.

Most stakeholders at the State and local levels articulated the need to continue conducting transition-related research and evaluation efforts. They were particularly interested in developing statewide measures of the postschool outcomes and satisfaction of former high school students both with and without disabilities and collecting data on the anticipated postschool needs of students with disabilities. Both measures were perceived as critical in providing data with which to evaluate and improve current programs as well as to inform future policies and practices in high schools, adult services, and postsecondary education and training institutions.

Implications for Policy and Practice

In summary, there were a number of promising practices and policies at the State and local levels that appeared to promote effective implementation of IDEA's transition services requirements. In order to encourage the development and implementation of effective practices and policies related to transition, State and local districts might consider the following:

- ***Link transition initiatives to related restructuring initiatives.*** The ability to sustain and expand effective, coordinated supports and services related to transition may be dependent on the degree to which transition as a concept is woven into other visions of the future, including general education reform efforts and the Federal school-to-work initiative. Without such links, transition risks being categorized as a special education issue and left out of or placed at cross-purposes with attempts to reform the general high school curriculum. This linkage will require enhanced coordinated efforts in policy initiation and implementation at the Federal, State, and local levels.

- ***Expand participation of parents and students in policy development, governance, transition planning, and evaluation.*** Parents and students have become increasingly involved in the individual transition planning process and IEP development to ensure that special education services and supports reflect their aspirations and perceived needs. Similarly, students and parents are assuming expanded leadership roles in policy initiation and implementation efforts. It seems important, at this juncture, to create additional formal opportunities for both parents and students to evaluate individualized transition services and supports from their individual perspectives, both in terms of perceived outcomes and satisfaction. These measures would provide valuable information to guide program improvement efforts on the part of schools and community agencies involved in the transition process.

- ***Support the development of substantive approaches to interagency collaboration.*** The presence of sustained interagency collaboration clearly emerged as a defining characteristic of effective transition programs. In this regard, it appears important for schools, adult service agencies, and communities to continually evaluate the degree to which interagency collaboration occurs and is effective and to make improvements as necessary. Interagency approaches should be supported at the State and Federal levels through incentives and flexible funding options and by eliminating policies that inhibit the development of collaborative practices. As schools and communities expand their collaborative approaches to serving students with disabilities and their families, opportunities to conduct and disseminate the results of related outcomes-based research should be increased.

- ***Include research and evaluation activities at all levels of implementation in order to inform planning, policy, and program improvement.*** Research and evaluation activities are critical to understanding and improving practice. The establishment and continuation of transition policies, services, collaborative teams, and capacity-building activities must be informed by research and evaluation efforts that document what practices work well and what areas are in need of improvement. Specifically, these research efforts might take the form of follow-up studies of former students with and without disabilities, and studies of anticipated needs of students, parents, schools, and adult service agencies. Finally, research and evaluation activities should support sustained technical assistance and professional development to help schools and communities engage in reflective dialogue regarding continuing efforts to improve services and supports.

- ***Expand secondary/transition options for specific populations of students.*** Study participants called for expanded high school opportunities for specific populations of students with disabilities. In particular, the studies identified needs related to expanding opportunities for self-advocacy and self-determination skills among students with severe cognitive and physical disabilities, creating new and expanded options for youth with emotional and behavioral disabilities, and ensuring that both groups of students have access to quality applied learning experiences in the community in order to clarify personal aspirations and build career development skills.

- ***Expand postsecondary options for students with disabilities.*** The lack of opportunities for postsecondary education and training was identified as a major concern.

Table IV-10
Themes, Practices, and Policies Associated with Successful Implementation of the Transition Requirements of IDEA at State and Local Levels

Theme	*Promising Practices and Policies*
Theme 1 Creating an environment conducive to the implementation of transition policies and practices	• Shared values and beliefs regarding transition as a priority at all levels of the system • Considering transition as a pre K through 16 issue • Promoting schools' responsibility for all students • Caring leadership that recognizes the importance of students and family input and involvement • Spirit of collaboration among individuals, schools, and social service agencies • Recognized importance of local context
Theme 2 Using a direct policy approach to create changes related to transition	• Federal policy preceded by a history of State or local mandates, demonstration projects, or transition activities • Federal policy validated existing State and local policies and practices and shaped new ones especially in the areas of transition planning, interagency collaboration, and professional development • Various policy instruments used to leverage change at the State level
Theme 3 Sharing leadership	• Effective and sustained leadership • Leaders known for promoting collaborative approaches • Advocates active in policy development • Leaders and advocates interdependent
Theme 4 Engaging in substantive collaboration around governance and practice	• Structures in place to promote collaboration at various levels within the system, i.e., State, regional, local • Interagency teams empowered to address individual and systemic issues • Broad participation, including parents, students, educators, employers, and service providers • Collaborative approaches to problem solving and decision making used • Roles and responsibilities redefined to enhance collaboration
Theme 5 Building capacity for long lasting change	• Use of self directed, individual planning processes that encouraged student self determination • Emphasis on increasing high school and postschool options for all students • Intense and varied professional development activities, including inter professional training, training involving students and parents, train the trainer approach, etc • Activities characterized by being collaborative, linked to values • Capacity building supported by on going technical assistance from a variety of sources

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Table IV-10 (cont'd)

Theme	*Promising Practices and Policies*
Theme 6 Linking transition to other restructuring efforts	• Transition initiative linked to general education reform, school to work initiatives, and other change efforts
Theme 7 Using the results of research and evaluation to inform policy development and program improvement	• Universities involved in research, demonstration, and evaluation • Evaluation efforts conducted or planned, i.e., follow-up studies, anticipated needs surveys • Results of research and evaluation used for policy development and program improvement

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NAEP

In establishing programmatic goals under the Government Performance and Results Act (GPRA), the Office of Special Education Programs (OSEP) committed itself to the following goal, among others: that children with disabilities will meet challenging standards and be prepared for employment and independent living. To assess the extent to which students with disabilities meet challenging content standards, districts and States typically administer standardized tests designed to measure student performance relative to those standards. Historically, many students with disabilities have been excluded from such assessments. To address this omission, in the Individuals with Disabilities Education Act Amendments of 1997 (IDEA), Congress required that children with disabilities be included in general state- and districtwide assessment programs, with appropriate accommodations where necessary. By July 2000, State or local education agencies are required to conduct alternate assessments for those children who cannot participate in state- and districtwide assessments.

Few studies have been completed on the performance of students with disabilities on standardized tests, and some that have been done are quite old. They show consistently that students with disabilities perform poorly compared with their nondisabled peers. Munger and Loyd (1991) examined the performance of students with and without disabilities on the Iowa Test of Basic Skills (ITBS) under timed and untimed conditions. On the Language Usage and Expression Test, students with disabilities had mean scores of 4.5, timed, and 4.3, untimed. Students without disabilities had mean scores of 6.3, timed, and 6.4, untimed. On the Mathematics Concepts Test, scores for students with disabilities averaged 4.5, timed, and 4.6, untimed, while scores for students without disabilities averaged 6.4, timed, and 6.5, untimed. Differences in mean scores between students with and without disabilities were statistically significant.

In Mineral County, West Virginia, scores on the Stanford Achievement Test were analyzed with and without students with disabilities; students with disabilities comprised 11 percent of the sample. When the scores for students with disabilities were included, percentile ranks for grades 5, 6, and 7 were 54th, 58th, and 54th, respectively. When scores for students with disabilities were excluded, percentiles were 60th, 62nd, and 61st for grades 5, 6, and 7, respectively (Burke & Lombardi, 1998). Differences were not tested for significance.

Tal, Siegel, and Maraun (1994) conducted a study comparing the reading comprehension scores of typically achieving students with scores for students with comprehension deficiencies or reading disabilities. On those questions that measured prior knowledge, the typically achieving students answered an average of 86.15 percent of the items correctly. Students with comprehension deficits and reading disabilities averaged 68.83 percent correct and 59.49 percent correct, respectively. On questions that measured ability to infer, typical achievers averaged 83.25, while students with comprehension deficiencies and reading disabilities averaged 59.26 and 48.32, respectively. Finally, on the measure of locating detail, typically achieving students averaged 85.38, while students with comprehension deficiencies and reading disabilities averaged 66.63 and 53.68, respectively.

McFarland (1997) conducted a study that compared the performance of students with and without learning disabilities on a standardized science assessment, revealing some significant differences in performance. Overall, nondisabled students outperformed students with learning disabilities on six of the eight subtests, particularly on the vocabulary subtest. Interestingly, no statistical significance was found between student groups on two subtests: measurement and balance.

The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment that measures what students know and are able to do in different subject areas. It is administered every year to a sample of students in grades 4, 8, and 12. Assessments in mathematics, reading, science, writing, history, civics, and geography are administered on a rotating basis, two or three subjects per year.

Since 1990, the NAEP has included an identifiable sample of students with disabilities, but participation rates for students with disabilities have been low.[1] In 1992, participation rates ranged from 20 to 44 percent depending on the grade and subject. In 1994, participation rates ranged from 36 percent to 50 percent. At that time, students with disabilities "could be excluded only if they were mainstreamed in academic subjects less than 50 percent of the time and/or judged to be incapable of participating meaningfully in the assessment" (U.S. Department of Education, 1997a, p. 68).

The National Center for Education Statistics (NCES) revised the criteria for participation and field tested new test accommodations. To maintain valid trend results in mathematics, some schools used materials and administration procedures consistent with the 1990 and 1992 assessments, and others used revised materials and procedures. This allowed NCES to study the effects of the revised procedures without invalidating trend data. The revised criteria for participation indicate that "students with an IEP were to be included in the NAEP assessment except in the following cases: (1) the student's IEP team determined that the student could not participate, or (2) the student's cognitive functioning was so severely impaired that she or he could not participate, or (3) the student's IEP required that the student had to be tested with an accommodation or adaptation and that the student could not demonstrate his or her knowledge without that accommodation." (U.S. Department of Education, 1997a, p. 68).

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[1] Students with disabilities are defined as those with an individualized education program (IEP).

Three discrete samples of schools participated in the 1996 NAEP mathematics assessment. The first set of schools included students with disabilities eligible for participation under the pre-1996 eligibility criteria. The second set of schools included students with disabilities eligible under the revised eligibility criteria but did not allow accommodations on the assessment. The third set of schools included students with disabilities eligible under the revised criteria and allowed accommodations, when necessary. For the 1996 science assessment, only two samples of schools participated. They both used the revised eligibility criteria and differed only in whether accommodations were permitted. Schools were randomly assigned to each sample. Because of the way the data were collected and weighted, the results for the different subsamples cannot be combined and, as a result, are presented separately.

NCES reached a number of conclusions regarding the revised test procedures. First, in mathematics, "the introduction of revised inclusion criteria, without provisions of accommodations, had, at most, a limited effect on the percentage of students with disabilities . . . who were assessed in NAEP . . . ." "Second, the provision of accommodations and adaptations clearly increased participation rates for students with disabilities . . . at grades 4 and 8." "When accommodations or adaptations were available, more than 70 percent of students with disabilities were assessed at each of these two grade levels." "These percentages were substantially higher than in past assessments." "Providing accommodations at grade 12 had little effect on participation of students with disabilities (p. 65)." In science, ". . . the use of the revised inclusion criteria, without the provision of accommodations, had little effect on the . . . percentage of students with disabilities . . . assessed." "The effects of providing accommodations [in science] were more limited in scope than was observed in the mathematics assessment" (U.S. Department of Education, 1997b, p. 58), although participation rates for students with disabilities did improve.

Table IV-11 summarizes the percentage of students with disabilities who participated in the NAEP mathematics and science assessments, by grade and subsample. In mathematics, schools using traditional eligibility criteria included 48 to 58 percent of students with disabilities. Under the revised criteria, schools included similar percentages of students with disabilities. However, in schools that allowed test accommodations, a larger proportion of students with disabilities participated, 54 to 72 percent. In science, participation rates were also higher in schools that permitted test accommodations. In all, 3,835 students with disabilities in grades 4, 8, or 12 participated in one of the

Table IV-11
Percentage of Students with Disabilities Included in NAEP: 1996

	Mathematics		
	Schools Using Traditional Eligibility Criteria	Schools Using Revised Eligibility Criteria	Schools Using Revised Eligibility Criteria and Permitting Accommodations
Grade 4	58	47	72
Grade 8	55	58	71
Grade 12	48	51	54
	Science		
Grade 4		48	70
Grade 8		61	67
Grade 12		48	56

Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996 Mathematics Assessment and 1996 Science Assessment (1997a and 1997b).

Note: Mathematics results include public schools only; science results include public and private schools.

Table IV-12
Mean Mathematics Scale Score Results by IEP Status and Subsample: 1996

		Schools Using Traditional Eligibility Criteria		Schools Using Revised Eligibility Criteria		Schools Using Revised Eligibility Criteria and Permitting Accommodations	
		With IEP	Without IEP	With IEP	Without IEP	With IEP	Without IEP
Grade 4	mean	**197.5**	**225.7**	**199.3**	**226.4**	**205.5**	**224.5**
	s.e.	3.0	1.4	3.1	1.2	2.5	1.2
Grade 8	mean	**235.0**	**275.0**	**231.3**	**272.7**	**234.0**	**274.9**
	s.e.	3.3	1.5	3.0	1.3	2.4	1.1
Grade 12	mean	**270.9**	**306.0**	**270.5**	**303.6**	**256.8**	**303.4**
	s.e.	4.2	1.5	4.4	1.1	2.5	1.1

Note: NAEP math scales were developed independently for each grade assessed; therefore, results are not comparable across grades. Scale scores for all grades range from 0 to 500. Bold denotes significant differences across columns. The standard error of the mean (s.e.) shows the amount of sampling error in the estimate.

assessments; performance data for these students are the basis for the majority of this module.[2] Sample data have been weighted to generate national estimates.

NAEP Results in Mathematics

The NAEP 1996 assessment measured the mathematics skills and knowledge of 4th, 8th, and 12th graders in the U.S. on a scale of 0 to 500. Across all three grades, these students with disabilities performed lower than students without disabilities, and that gap was wider among 8th and 12th graders than among 4th graders.[3] For example, in schools using traditional eligibility criteria, 4th graders with disabilities had a mean mathematics score of 197.5, compared to 225.7 for students without disabilities. Performance for students with disabilities varied very little across subsamples (see table IV-12). Across grades and subsamples, students with disabilities scored between the 9th and 18th percentile for students without disabilities, depending on the grade and subsample.

Sample Math Items

4th *Ms. Hernandez formed teams of eight students each from the 34 students in her class. She formed as many teams as possible, and the students left over were substitutes. How many students were substitutes?*

8th *A car odometer registered 41,256.9 miles when a highway sign warned of a detour 1,200 feet ahead. What will the odometer read when the car reaches the detour?*

12th *Luis mixed 6 oz. of cherry syrup with 53 oz. of H_2O to make a cherry-flavored drink. Martin mixed 5 oz. of the same cherry syrup with 42 oz. of H_2O. Who made the drink with stronger cherry flavor? Give mathematical evidence to justify your answer.*

Across grades and subsamples, NAEP mathematics scores for white students with disabilities exceeded those for minority students with disabilities (see table IV-13). Sample sizes were insufficient to permit separate analysis of scores for black, Asian, Native American, and Hispanic students. It is possible that the range of student performance varies as much across minority groups as between minority and white students. However, the extent of the differences between white and minority students is sufficiently large to raise concerns about the equity of resources available for serving students with disabilities. The NCES (U.S. Department of Education, 1997a) found that, for students with and without disabilities, white and Asian Pacific Islander 4th and 12th graders and white 8th graders score higher on the 1996 mathematics assessment than their black or Hispanic peers.

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[2] It is unclear which disabilities were represented among these students. Given that the total number of students with disabilities who participated in the 1996 NAEP was just 3,835, the number of participating students with a particular disability would have been very small, and sample sizes would not have allowed for analysis by disability type. It is important to consider, however, that performance expectations for students with disabilities might vary significantly by disability.

[3] Significant differences were determined using $\alpha = .01$.

Table IV-13

Mean Mathematics Scale Score Results for Students with an IEP, by Race/Ethnicity and Subsample: 1996

		Schools Using Traditional Eligibility Criteria		Schools Using Revised Eligibility Criteria		Schools Using Revised Eligibility Criteria and Permitting Accommodations	
		White	Black, Asian, Native American, or Hispanic	White	Black, Asian, Native American, or Hispanic	White	Black, Asian, Native American, or Hispanic
Grade 4	mean	**201.2**	**183.2**	**204.1**	**184.0**	**210.8**	**193.8**
	s.e.	3.4	5.1	3.7	4.6	2.8	3.1
Grade 8	mean	**245.2**	**212.1**	**237.8**	**209.7**	**243.1**	**211.0**
	s.e.	3.8	4.8	3.7	5.1	2.8	3.6
Grade 12	mean	**279.4**	**248.7**	**278.4**	**241.9**	**262.0**	**241.6**
	s.e.	4.1	6.9	5.3	5.1	3.0	4.0

Note: NAEP mathematics scales were developed independently for each grade assessed; therefore, results are not comparable across grades. Scale scores for all grades range from 0 to 500.

Table IV-14

Mean Mathematics Scale Score Results for Students with an IEP, by Sex: 1996

		Schools Using Traditional Eligibility Criteria		Schools Using Revised Eligibility Criteria		Schools Using Revised Eligibility Criteria and Permitting Accommodations	
		Male	Female	Male	Female	Male	Female
Grade 4	mean	199.8	193.6	201.4	192.9	207.9	200.0
	s.e.	3.5	3.9	3.6	5.5	2.8	4.0
Grade 8	mean	235.5	234.9	**236.5**	**222.4**	236.7	228.8
	s.e.	4.1	5.4	3.6	3.8	3.1	3.7
Grade 12	mean	272.3	268.1	275.5	259.5	259.3	252.2
	s.e.	4.6	5.7	5.7	4.7	3.2	4.3

Note: NAEP mathematics scales were developed independently for each grade assessed; therefore, results are not comparable across grades. Scale scores for all grades range from 0 to 500. Bold denotes significant differences across columns.

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Mean math scale scores for males and females with disabilities were similar; that is, in most cases, they were not significantly different. The only significant difference occurred among 8th graders in schools using revised eligibility criteria. In that case, males with disabilities outperformed females with disabilities, 237 to 222 (see table IV-14). For students with and without disabilities, NCES found significant differences in math scores for males and females in 4th grade with males outperforming females (U.S. Department of Education, 1997a).

NAEP Results in Science

As with the mathematics scores, across all three grades, students with disabilities performed significantly lower in science than students without disabilities, with a wider disparity in performance between students with and without disabilities in 8th and 12th grade than in 4th grade (see table IV-15). In schools using revised eligibility criteria that did not permit accommodations, 4th graders with disabilities had an average science score of 123.4 out of a possible 300. In those same schools, 4th graders without disabilities had an average score of 151.6. Students with disabilities, on average, performed between the 16th and 25th percentile of students without disabilities, depending on the grade and subsample.

Sample Science Items

4th *Explain why many stars look smaller than the sun even though they are really bigger than the sun.*

8th *A group of students took potato salad made with mayonnaise to a picnic on a very hot day. Explain how eating the potato salad could cause food poisoning.*

12th *The petroleum fields on the North Slope of Alaska are a major energy source. What does the presence of these fields indicate about the climate and ecology of the North Slope millions of years ago?*

As in the mathematics assessment, mean scale scores in science were similar for males and females with disabilities. In schools using revised eligibility criteria, 4th grade males outscored 4th grade females, 127 to 116. In schools using revised eligibility criteria and permitting accommodations, 12th grade males outscored 12th grade females, 118 to 98. No other differences were significant (see table IV-16). NCES analyses of scores for students with and without disabilities showed that, in 4th and 8th grades, scores for males and females were not significantly different. In 12th grade, males outperformed females (U.S. Department of Education, 1997b).

As in mathematics, white students with disabilities scored considerably higher than minority students with disabilities on the 1996 science assessment (see table IV-17). This was also true in NCES analyses on scores for students with and without disabilities (U.S. Department of Education, 1997b). This pattern held across grades and subsamples. Sample sizes were insufficient to permit separate analyses of scores for black, Asian, Native American, and Hispanic students. Again, as in the mathematics performance, the

Table IV-15
Mean Science Scale Score Results by IEP Status: 1996

		Schools Using Revised Eligibility Criteria		Schools Using Revised Eligibility Criteria and Permitting Accommodations	
		With IEP	Without IEP	With IEP	Without IEP
Grade 4	mean	**123.4**	**151.6**	**129.6**	**152.0**
	s.e.	2.3	0.8	2.6	1.3
Grade 8	mean	**120.9**	**151.9**	**115.1**	**152.2**
	s.e.	2.8	0.9	2.7	0.9
Grade 12	mean	**114.8**	**151.1**	**110.5**	**151.2**
	s.e.	2.8	0.9	3.0	0.9

Note: NAEP science scales were developed independently for each grade assessed, therefore, results are not comparable across grades. Scale scores for all grades range from 0 to 300. Bold denotes significant differences across columns.

magnitude of the differences raises concerns about differences in family, community, and school resources.

Accommodations Used on NAEP

Students with disabilities often have difficulty conveying what they know on group-administered pencil and paper tests. Often this is due to poor test-taking skills. Strategy deficits include use of prior knowledge, how students deduce an answer, attention to the test, and strategy selection needed to appropriately answer questions (Scruggs, 1986).

As emphasis on standardized assessments increases, the demand for testing accommodations also continues to grow. Olson and Goldstein (1997) categorized test accommodations into four groups: (1) accommodations related to timing, such as extended time or breaks during test sessions; (2) accommodations in the assessment environment, such as small group setting; (3) modifications in response format, including responses marked directly in the test booklet or use of a word processor; and (4) modifications in presentation format, such as directions read aloud or Braille or large-print testing materials.

The 1996 NAEP was the first in which students with disabilities were permitted to use test accommodations, including Braille or large-print versions of the test booklet, extended time, small group administration, one-on-one administration, or other accommodations. Students were allowed more than one accommodation, and, in fact, some accommodations were assumed to go together. For example, extended time is

Table IV-16
Mean Science Scale Score Results for Students with IEPs, by Sex: 1996

		Schools Using Revised Eligibility Criteria		Schools Using Revised Eligibility Criteria and Permitting Accommodations	
		Male	Female	Male	Female
Grade 4	mean	**126.8**	**116.4**	132.8	123.2
	s.e.	2.3	3.7	3.1	4.3
Grade 8	mean	123.1	116.9	116.5	111.8
	s.e.	3.0	4.0	3.3	2.9
Grade 12	mean	117.1	109.0	**117.5**	**98.2**
	s.e.	3.5	6.2	3.5	4.1

Note: NAEP science scales were developed independently for each grade assessed, therefore, results are not comparable across grades. Scale scores for all grades range from 0 to 300. Bold denotes significant differences across columns.

Table IV-17
Mean Science Scale Score Results for Students with IEPs, by Race/Ethnicity: 1996

		Schools Using Revised Eligibility Criteria		Schools Using Revised Eligibility Criteria and Permitting Accommodations	
		White	Black, Asian, Native American, or Hispanic	White	Black, Asian, Native American, or Hispanic
Grade 4	mean	**130.6**	**100.6**	**137.3**	**106.2**
	s.e.	2.4	5.3	2.9	3.4
Grade 8	mean	**129.8**	**100.1**	**122.8**	**94.3**
	s.e.	3.3	3.5	3.1	3.7
Grade 12	mean	**121.9**	**94.9**	**118.4**	**90.7**
	s.e.	3.7	4.8	3.8	4.8

Note: NAEP science scales were developed independently for each grade assessed; therefore, results are not comparable across grades. Scale scores for all grades range from 0 to 300. Bold denotes significant differences across columns.

assumed for students tested in one-on-one administrations or using Braille/large-print booklets. Students were coded as receiving extended time only if they were assessed in the regular test session.

Despite these assumptions, in all subgroups, the most common accommodation was small group administration, in which students with disabilities took the assessment in a setting with fewer students in the room (see table IV-18). Among fourth graders with disabilities taking the science assessment, over 20 percent received small group administration. In general, accommodations were more common for 4th graders than for 8th and 12th graders.

Data from the 1996 NAEP suggest that the availability of test accommodations enhances the participation rate for students with disabilities. The NAEP design permits a comparison of performance for students who did and did not use test accommodations.

However, the resulting data are difficult to interpret. As shown in table IV-19, at grade 4, students with disabilities who used test accommodations had higher mean scores in mathematics and science than students who did not use accommodations. However, this was not the case at grades 8 and 12, where mean scores for students using accommodation were equal to or lesser than mean scores for students who did not use accommodations. It is possible that the students who used test accommodations had more severe disabilities than students who did not. If this is the case, the accommodations apparently were not adequate to fully compensate for the effects of the students' disabilities. Further investigation is required to understand the differences in performance of students who did and did not use accommodations.

Table IV-18

Number and Percentage of Students with Disabilities Using Various Test Accommodations: 1996 NAEP

	Mathematics					
	Grade 4		Grade 8		Grade 12	
	Number	Percent	Number	Percent	Number	Percent
Braille/Large Print	33,658	5.1	25,720	4.4	8,483	3.7
Extended Time	16,289	2.4	6,166	1.1	5,317	2.3
Small Group Administration	72,538	10.9	37,383	6.4	12,003	5.2
1 on 1 Administration	32,401	4.9	15,741	2.7	6,451	2.8
Other	572	0.1	3,703	6.6	1,258	0.5
	Science					
	Grade 4		Grade 8		Grade 12	
	Number	Percent	Number	Percent	Number	Percent
Braille/Large Print	31,309	6.4	16,218	4.0	9,380	5.3
Extended Time	21,772	4.8	7,133	1.8	2,012	1.1
Small Group Administration	97,364	21.6	57,732	14.3	10,192	5.8
1 on 1 Administration	7,669	1.9	3,041	0.7	5,128	2.9
Other	2,448	0.5	498	0.1	706	0.4

Note: Percentages are based on the total number of students with an IEP at the specified grade level who participated in the assessment. Students may have used more than one accommodation.

Table IV-19
Mean Performance of Students with Disabilities on the 1996 NAEP Assessment, by Use of Accommodations

			With Accommodations	Without Accommodations
Grade 4	Math	mean	211.6	200.3
		s.e.	3.6	3.2
	Science	mean	**136.5**	**124.6**
		s.e.	2.9	3.1
Grade 8	Math	mean	234.2	234.0
		s.e.	4.7	3.0
	Science	mean	114.5	115.5
		s.e.	3.7	3.4
Grade 12	Math	mean	**247.6**	**260.6**
		s.e.	4.3	3.0
	Science	mean	111.4	110.1
		s.e.	4.1	4.2

Note: NAEP scales were developed independently for each grade assessed; therefore, results are not comparable across grades. Only students in schools using revised eligibility criteria and permitting accommodations were included in this table. Bold denotes significant differences across columns.

Summary and Conclusions

The IDEA Amendments of 1997 require that students with disabilities be included in general state- and districtwide assessment programs, with appropriate accommodations, where necessary. Because NAEP is the only nationally representative and continuing assessment that measures what students know and are able to do in different subject areas, it is critically important that it include students with disabilities. NAEP performance scores provide parents, educators, administrators, advocates, and policy makers with important data on the academic achievement of students with disabilities.

Data from the 1996 NAEP suggest that students with disabilities are not performing well in science and mathematics compared to their nondisabled peers. While test accommodations enhance the percentage of students with disabilities participating in the assessment, performance of students with disabilities continued to lag behind the performance of students without disabilities, even for students using test accommodations. Furthermore, the NAEP results suggest that students with disabilities from racial/ethnic minority groups scored substantially lower than white students with disabilities across grades and subjects. This raises concerns about inequity in the home, community, and school resources available to educate students with disabilities.

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APPENDIX A

DATA TABLES

This Appendix includes a compilation and analysis of data gathered on children with disabilities served under IDEA and reference data on all school-aged children. As required by IDEA, the Part B data tables include child count (1997-98), placement (1996-97), personnel (1996-97), and exiting (1996-97). Data on infants and toddlers served in accord with IDEA, Part C are also included. Finally, data on estimated resident population for children ages 3 through 21, total enrollment for students in pre-kindergarten through 12th grade, and State grant awards under IDEA are provided. Since States and Outlying Areas may update previously reported data as necessary, the data reported here may differ from those included in prior annual reports.

Table AA1

Number of Children Served Under IDEA, Part B by Age Group During the 1997-98 School Year

STATE	AGE GROUP					
	3-5	6-11	12-17	6-17	18-21	3-21
ALABAMA	8,195	44,153	41,486	85,639	5,386	99,220
ALASKA	1,839	8,427	6,846	15,273	732	17,844
ARIZONA	8,571	40,156	31,857	72,013	3,227	83,811
ARKANSAS	8,168	22,673	23,692	46,365	2,705	57,238
CALIFORNIA	57,511	283,289	240,573	523,862	23,447	604,820
COLORADO	7,509	31,945	30,545	62,490	3,244	73,243
CONNECTICUT	7,459	33,471	32,587	66,058	3,474	76,991
DELAWARE	1,619	8,321	5,522	13,843	716	16,178
DISTRICT OF COLUMBIA	384	3,021	3,710	6,731	561	7,676
FLORIDA	27,747	160,528	130,960	291,488	15,661	334,896
GEORGIA	14,331	75,275	53,623	128,898	4,450	147,679
HAWAII	1,560	8,524	7,844	16,368	562	18,490
IDAHO	3,399	12,323	9,684	22,007	827	26,233
ILLINOIS	27,289	127,572	111,252	238,824	11,369	277,482
INDIANA	13,234	69,292	53,935	123,227	6,357	142,818
IOWA	5,907	29,883	30,560	60,443	3,377	69,727
KANSAS	6,629	25,230	22,351	47,581	2,446	56,656
KENTUCKY	14,998	38,955	29,099	68,054	3,188	86,240
LOUISIANA	9,554	39,414	40,289	79,703	4,987	94,244
MAINE	3,676	14,697	13,840	28,537	1,549	33,762
MARYLAND	9,646	51,116	44,283	95,399	4,079	109,124
MASSACHUSETTS	15,116	78,951	69,298	148,249	8,115	171,480
MICHIGAN	18,877	91,520	79,849	171,369	10,209	200,455
MINNESOTA	11,111	45,491	43,251	88,742	4,224	104,077
MISSISSIPPI	5,994	28,384	26,442	54,826	2,772	63,592
MISSOURI	9,530	59,145	54,591	113,736	5,809	129,075
MONTANA	1,719	8,450	7,746	16,196	820	18,735
NEBRASKA	3,617	19,500	18,530	38,030	1,461	43,108
NEVADA	3,345	14,838	12,587	27,425	989	31,759
NEW HAMPSHIRE	2,252	11,324	12,827	24,151	1,519	27,922
NEW JERSEY	16,874	99,851	80,160	180,011	9,208	206,093
NEW MEXICO	4,943	21,295	22,052	43,347	2,002	50,292
NEW YORK	49,624	173,801	175,124	348,925	24,077	422,626
NORTH CAROLINA	16,977	80,234	57,466	137,700	4,928	159,605
NORTH DAKOTA	1,164	5,759	5,313	11,072	666	12,902
OHIO	18,666	101,495	94,426	195,921	13,053	227,640
OKLAHOMA	5,645	35,184	32,922	68,106	3,429	77,180
OREGON	5,985	32,777	26,021	58,798	2,598	67,381
PENNSYLVANIA	21,106	96,614	93,871	190,485	12,180	223,771
PUERTO RICO	5,259	21,636	20,657	42,293	3,171	50,723
RHODE ISLAND	2,559	12,744	10,883	23,627	1,344	27,530
SOUTH CAROLINA	10,931	48,171	32,807	80,978	3,245	95,154
SOUTH DAKOTA	2,168	7,420	5,124	12,544	701	15,413
TENNESSEE	10,238	58,698	51,950	110,648	6,429	127,315
TEXAS	34,398	209,014	210,198	419,212	24,129	477,739
UTAH	5,327	25,839	21,260	47,099	2,227	54,653
VERMONT	1,241	4,950	5,486	10,436	564	12,241
VIRGINIA	13,818	67,170	61,245	128,415	6,487	148,720
WASHINGTON	12,021	51,710	42,231	93,941	4,554	110,516
WEST VIRGINIA	5,174	22,433	18,703	41,136	2,346	48,656
WISCONSIN	13,707	48,286	46,396	94,682	5,345	113,734
WYOMING	1,569	5,855	5,061	10,916	592	13,077
AMERICAN SAMOA	79	186	196	382	12	473
GUAM	167	774	863	1,637	171	1,975
NORTHERN MARIANAS	52	154	151	305	25	382
PALAU	3	45	46	91	5	99
VIRGIN ISLANDS	213	760	928	1,688	145	2,046
BUR. OF INDIAN AFFAIRS	276	4,409	3,511	7,920	428	8,624
U.S. AND OUTLYING AREAS	571,049	2,716,854	2,414,187	5,131,041	270,251	5,972,341
50 STATES, D.C. & P.R.	570,259	2,710,526	2,408,492	5,119,018	269,465	5,958,742

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability During the 1997-98 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	91,025	39,379	16,812	22,621	5,618
ALASKA	16,005	9,586	3,357	755	827
ARIZONA	75,240	44,163	13,634	6,480	5,071
ARKANSAS	48,870	21,841	8,332	12,224	400
CALIFORNIA	547,309	329,881	117,880	31,118	19,840
COLORADO	65,734	33,764	11,521	3,220	8,497
CONNECTICUT	69,532	34,930	12,201	4,101	8,752
DELAWARE	14,559	9,191	1,572	1,908	718
DISTRICT OF COLUMBIA	7,292	4,210	366	1,184	1,079
FLORIDA	307,149	147,557	72,270	36,935	35,608
GEORGIA	133,347	42,225	28,819	28,583	22,340
HAWAII	16,930	8,292	2,539	2,499	2,048
IDAHO	22,824	13,566	3,550	2,709	627
ILLINOIS	250,193	126,222	54,079	26,067	29,722
INDIANA	129,584	55,129	35,370	21,216	9,857
IOWA	63,820	30,834	6,998	14,095	8,873
KANSAS	50,027	21,560	11,128	5,697	4,766
KENTUCKY	71,242	21,954	18,515	18,120	5,285
LOUISIANA	84,693	37,715	16,751	12,927	5,914
MAINE	30,086	13,100	7,067	1,211	4,258
MARYLAND	99,438	45,130	26,619	6,301	7,668
MASSACHUSETTS	148,364	90,785	22,676	14,435	12,733
MICHIGAN	181,578	86,543	37,392	21,401	17,562
MINNESOTA	92,966	39,456	15,605	10,316	17,568
MISSISSIPPI	57,598	29,399	17,615	7,260	375
MISSOURI	119,545	64,154	24,620	12,747	9,540
MONTANA	17,016	9,574	3,396	1,165	1,105
NEBRASKA	37,691	15,965	9,181	5,944	2,873
NEVADA	28,414	18,261	4,688	1,672	1,549
NEW HAMPSHIRE	24,676	12,530	5,169	983	2,148
NEW JERSEY	189,219	105,557	47,457	4,631	12,499
NEW MEXICO	45,149	27,368	8,544	2,142	3,454
NEW YORK	373,002	210,348	51,271	16,703	45,149
NORTH CAROLINA	142,628	61,465	27,277	27,466	9,710
NORTH DAKOTA	11,738	5,692	3,212	1,250	808
OHIO	208,954	79,852	43,845	49,767	12,950
OKLAHOMA	71,735	39,555	14,109	9,598	3,278
OREGON	61,346	32,446	13,993	3,956	3,880
PENNSYLVANIA	202,665	106,908	38,590	27,496	18,702
PUERTO RICO	45,466	21,567	5,033	13,467	818
RHODE ISLAND	24,971	14,843	4,515	1,132	2,222
SOUTH CAROLINA	84,223	37,011	19,172	17,428	5,701
SOUTH DAKOTA	13,245	6,747	3,233	1,478	517
TENNESSEE	119,077	58,481	25,353	16,099	3,457
TEXAS	443,341	265,049	67,693	24,688	35,480
UTAH	49,326	28,737	8,480	3,411	4,470
VERMONT	11,000	4,522	1,769	1,328	1,710
VIRGINIA	134,902	66,423	24,595	14,434	12,206
WASHINGTON	98,535	46,861	16,374	7,587	5,126
WEST VIRGINIA	43,482	19,613	10,744	8,565	2,082
WISCONSIN	100,027	46,651	17,261	12,917	16,006
WYOMING	11,508	5,903	2,832	674	917
AMERICAN SAMOA	394	303	17	35	3
GUAM	1,808	1,380	150	102	11
NORTHERN MARIANAS	330	202	9	39	6
PALAU	96	75	4	6	2
VIRGIN ISLANDS	1,833	739	281	589	54
BUR. OF INDIAN AFFAIRS	8,348	4,850	1,646	526	755
U.S. AND OUTLYING AREAS	5,401,292	2,756,046	1,067,181	603,408	455,194
50 STATES, D.C. & P.R.	5,388,483	2,748,497	1,065,074	602,111	454,363

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability During the 1997-98 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	1,355	936	612	2,338	411
ALASKA	484	239	66	468	49
ARIZONA	1,344	1,335	1,004	964	511
ARKANSAS	1,026	579	172	3,595	213
CALIFORNIA	5,261	9,050	10,595	13,739	3,795
COLORADO	2,847	1,074	4,034	0	304
CONNECTICUT	1,972	769	235	5,321	421
DELAWARE	0	224	654	0	60
DISTRICT OF COLUMBIA	70	24	149	100	18
FLORIDA	0	2,805	4,621	3,959	1,040
GEORGIA	0	1,353	868	7,326	555
HAWAII	244	246	143	572	61
IDAHO	448	304	127	805	106
ILLINOIS	0	3,144	2,640	4,733	1,100
INDIANA	941	1,557	1,183	1,840	750
IOWA	460	696	1,025	43	163
KANSAS	1,668	592	455	3,573	223
KENTUCKY	1,728	743	459	3,404	431
LOUISIANA	978	1,429	1,336	6,114	468
MAINE	2,224	273	83	1,438	97
MARYLAND	5,605	1,240	496	4,645	489
MASSACHUSETTS	2,701	1,396	897	1,194	621
MICHIGAN	2,515	2,811	10,002	0	839
MINNESOTA	0	1,736	1,435	5,095	374
MISSISSIPPI	421	581	1,380	0	218
MISSOURI	762	1,151	750	4,192	425
MONTANA	536	205	84	705	57
NEBRASKA	406	583	490	1,674	229
NEVADA	509	333	272	793	110
NEW HAMPSHIRE	356	275	171	2,717	130
NEW JERSEY	14,651	1,353	597	727	304
NEW MEXICO	960	462	436	1,351	179
NEW YORK	18,827	5,502	2,931	16,204	1,675
NORTH CAROLINA	1,587	2,026	954	9,460	518
NORTH DAKOTA	0	92	119	349	53
OHIO	12,602	2,335	2,318	3,481	1,004
OKLAHOMA	1,522	767	429	1,555	317
OREGON	0	1,009	786	3,029	374
PENNSYLVANIA	1,484	2,762	1,330	830	1,281
PUERTO RICO	1,225	879	492	1,056	504
RHODE ISLAND	239	204	139	1,430	68
SOUTH CAROLINA	281	999	752	2,023	356
SOUTH DAKOTA	542	130	93	274	66
TENNESSEE	1,740	1,386	1,163	8,951	844
TEXAS	4,281	5,700	4,713	29,250	2,258
UTAH	1,372	880	187	801	367
VERMONT	75	152	75	811	38
VIRGINIA	5,484	1,321	798	7,713	455
WASHINGTON	3,025	1,950	915	15,431	326
WEST VIRGINIA	0	392	204	1,353	198
WISCONSIN	0	1,375	1,496	2,834	389
WYOMING	0	178	137	675	53
AMERICAN SAMOA	18	8	0	2	5
GUAM	61	32	9	45	10
NORTHERN MARIANAS	38	12	11	3	4
PALAU	3	1	3	0	1
VIRGIN ISLANDS	31	21	34	39	26
BUR. OF INDIAN AFFAIRS	325	61	23	129	9
U.S. AND OUTLYING AREAS	107,234	69,672	67,502	191,153	26,070
50 STATES, D.C. & P.R.	106,758	69,537	67,422	190,935	26,015

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability

During the 1997-98 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	444	16	194	289
ALASKA	100	7	67	0
ARIZONA	564	105	65	0
ARKANSAS	538	17	133	0
CALIFORNIA	5,095	142	913	0
COLORADO	187	81	205	0
CONNECTICUT	684	61	85	0
DELAWARE	183	45	4	0
DISTRICT OF COLUMBIA	67	13	14	0
FLORIDA	2,066	32	256	0
GEORGIA	997	11	270	0
HAWAII	133	180	53	0
IDAHO	167	13	144	258
ILLINOIS	1,844	58	586	0
INDIANA	1,337	41	363	0
IOWA	452	1	180	0
KANSAS	242	12	111	0
KENTUCKY	428	14	163	0
LOUISIANA	736	11	251	0
MAINE	231	9	95	0
MARYLAND	944	23	278	0
MASSACHUSETTS	881	48	297	0
MICHIGAN	2,981	0	0	130
MINNESOTA	1,112	23	246	0
MISSISSIPPI	253	13	83	0
MISSOURI	862	59	283	0
MONTANA	101	24	64	0
NEBRASKA	188	4	154	0
NEVADA	146	1	78	0
NEW HAMPSHIRE	149	4	44	0
NEW JERSEY	1,382	21	40	0
NEW MEXICO	248	8	190	107
NEW YORK	3,466	33	993	0
NORTH CAROLINA	1,708	22	315	0
NORTH DAKOTA	72	46	25	0
OHIO	927	17	276	0
OKLAHOMA	364	28	213	0
OREGON	1,595	10	268	0
PENNSYLVANIA	1,719	19	1,544	0
PUERTO RICO	367	27	31	0
RHODE ISLAND	134	2	43	0
SOUTH CAROLINA	422	19	59	0
SOUTH DAKOTA	107	6	52	0
TENNESSEE	611	7	227	758
TEXAS	3,506	69	654	0
UTAH	270	68	283	393
VERMONT	92	2	33	0
VIRGINIA	1,188	5	280	0
WASHINGTON	889	28	223	0
WEST VIRGINIA	185	25	121	0
WISCONSIN	831	7	260	0
WYOMING	52	1	86	0
AMERICAN SAMOA	2	1	0	0
GUAM	4	2	2	0
NORTHERN MARIANAS	2	0	0	4
PALAU	0	1	0	0
VIRGIN ISLANDS	5	3	6	5
BUR. OF INDIAN AFFAIRS	11	2	11	0
U.S. AND OUTLYING AREAS	42,511	1,463	11,914	1,944
50 STATES, D.C. & P.R.	42,487	1,454	11,895	1,935

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability

During the 1997-98 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	44,153	15,059	15,812	7,783	2,125
ALASKA	8,427	4,140	2,959	322	240
ARIZONA	40,156	19,651	12,595	2,908	1,969
ARKANSAS	22,673	7,159	7,656	4,511	135
CALIFORNIA	283,289	137,925	101,673	13,254	5,264
COLORADO	31,945	14,209	9,196	1,199	2,933
CONNECTICUT	33,471	14,979	9,800	1,572	2,170
DELAWARE	8,021	4,843	1,491	819	323
DISTRICT OF COLUMBIA	3,021	1,630	303	467	363
FLORIDA	162,924	62,339	63,050	15,937	13,429
GEORGIA	75,277	19,421	26,770	12,845	10,576
HAWAII	9,524	3,638	2,262	1,053	703
IDAHO	12,323	6,587	3,133	1,059	192
ILLINOIS	127,572	52,215	48,363	10,746	8,770
INDIANA	69,292	19,942	32,954	9,195	3,076
IOWA	29,883	12,695	5,213	6,378	3,259
KANSAS	25,238	7,994	10,286	2,329	1,475
KENTUCKY	38,955	8,427	17,172	7,278	1,974
LOUISIANA	39,414	12,115	14,984	4,990	1,842
MAINE	14,697	5,021	5,495	414	1,582
MARYLAND	51,116	17,775	21,219	2,653	2,290
MASSACHUSETTS	73,951	40,542	26,955	5,552	4,492
MICHIGAN	91,520	33,883	33,173	8,836	6,151
MINNESOTA	45,491	17,347	13,382	4,110	5,621
MISSISSIPPI	28,384	8,790	16,291	1,969	110
MISSOURI	68,145	24,702	21,229	5,214	3,634
MONTANA	8,450	3,811	3,096	479	350
NEBRASKA	19,500	[illegible]	7,444	2,419	1,128
NEVADA	14,838	8,081	4,298	675	515
NEW HAMPSHIRE	11,324	4,990	3,460	112	626
NEW JERSEY	99,451	43,247	43,229	1,356	2,509
NEW MEXICO	23,295	13,730	6,642	734	1,083
NEW YORK	173,401	82,499	43,339	5,675	19,492
NORTH CAROLINA	80,234	29,116	25,441	12,382	4,107
NORTH DAKOTA	6,759	2,077	2,984	441	277
OHIO	101,495	28,399	40,332	18,257	4,396
OKLAHOMA	35,184	14,634	12,982	3,778	1,188
OREGON	32,777	14,551	11,689	1,432	1,543
PENNSYLVANIA	86,614	39,518	35,210	10,776	5,431
PUERTO RICO	21,636	9,765	4,517	4,489	425
RHODE ISLAND	12,744	6,719	3,756	459	617
SOUTH CAROLINA	48,171	17,505	14,320	7,199	2,391
SOUTH DAKOTA	7,420	2,999	3,061	569	194
TENNESSEE	58,698	22,498	21,667	5,842	951
TEXAS	209,014	101,098	61,961	9,325	11,561
UTAH	25,839	13,211	7,466	1,321	2,024
VERMONT	4,950	1,914	1,330	498	486
VIRGINIA	67,170	25,362	22,195	5,220	3,783
WASHINGTON	51,730	20,661	15,299	3,287	1,913
WEST VIRGINIA	22,433	6,948	10,124	3,431	691
WISCONSIN	48,286	18,853	15,095	6,379	5,175
WYOMING	5,455	2,182	2,365	250	274
AMERICAN SAMOA	188	140	15	16	1
GUAM	774	506	141	32	4
NORTHERN MARIANAS	154	97	7	19	3
PALAU	45	39	1	0	1
VIRGIN ISLANDS	762	309	259	165	12
BUR. OF INDIAN AFFAIRS	4,409	2,205	1,347	251	280
U.S. AND OUTLYING AREAS	2,736,854	1,114,327	942,730	240,581	194,944
50 STATES, D.C. & P.R.	2,730,526	1,111,131	940,965	240,098	193,741

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability During the 1997-98 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	597	422	349	1,161	171
ALASKA	247	116	46	231	25
ARIZONA	614	675	530	524	257
ARKANSAS	495	272	85	1,967	88
CALIFORNIA	2,262	4,419	5,407	7,422	1,792
COLORADO	1,340	529	2,166	0	130
CONNECTICUT	969	391	142	2,723	212
DELAWARE	0	105	389	0	25
DISTRICT OF COLUMBIA	10	14	90	65	5
FLORIDA	0	1,292	2,498	1,642	490
GEORGIA	0	677	505	4,167	268
HAWAII	125	129	83	345	31
IDAHO	249	170	66	404	52
ILLINOIS	0	1,580	1,404	2,469	536
INDIANA	480	726	676	951	336
IOWA	152	313	453	17	64
KANSAS	602	254	280	1,801	100
KENTUCKY	846	322	244	2,070	215
LOUISIANA	381	608	677	3,241	209
MAINE	1,077	131	42	697	49
MARYLAND	2,795	604	261	2,605	188
MASSACHUSETTS	999	623	511	553	312
MICHIGAN	1,214	1,437	4,854	0	400
MINNESOTA	0	873	778	2,413	164
MISSISSIPPI	135	232	603	0	85
MISSOURI	419	559	423	2,141	186
MONTANA	229	86	47	281	18
NEBRASKA	167	269	294	883	106
NEVADA	268	181	160	437	51
NEW HAMPSHIRE	169	152	96	1,330	61
NEW JERSEY	7,001	646	303	274	148
NEW MEXICO	455	213	220	779	79
NEW YORK	9,812	2,604	1,827	8,974	792
NORTH CAROLINA	736	977	533	5,072	294
NORTH DAKOTA	0	43	87	166	24
OHIO	5,486	1,011	1,175	1,151	442
OKLAHOMA	720	359	251	829	138
OREGON	0	486	406	1,464	183
PENNSYLVANIA	754	1,389	650	440	627
PUERTO RICO	609	440	315	623	254
RHODE ISLAND	130	92	90	729	33
SOUTH CAROLINA	112	484	356	1,157	163
SOUTH DAKOTA	258	61	40	114	28
TENNESSEE	719	634	596	4,201	394
TEXAS	1,841	2,648	2,464	14,622	1,045
UTAH	467	423	97	374	173
VERMONT	27	80	40	404	11
VIRGINIA	4,546	631	433	3,973	195
WASHINGTON	1,142	929	545	7,234	133
WEST VIRGINIA	0	160	100	737	86
WISCONSIN	0	623	862	1,477	179
WYOMING	0	93	71	326	21
AMERICAN SAMOA	6	2	0	1	1
GUAM	36	15	4	28	3
NORTHERN MARIANAS	9	3	7	1	3
PALAU	1	0	2	0	0
VIRGIN ISLANDS	17	11	29	23	21
BUR. OF INDIAN AFFAIRS	165	38	16	88	4
U.S. AND OUTLYING AREAS	51,930	33,284	35,708	97,821	12,102
50 STATES, D.C. & P.R.	51,696	33,185	35,650	97,680	12,070

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability

During the 1997-98 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	306	7	72	289
ALASKA	71	2	26	0
ARIZONA	375	36	22	0
ARKANSAS	253	4	50	[illegible]
CALIFORNIA	3,483	51	315	[illegible]
COLORADO	132	44	67	[illegible]
CONNECTICUT	462	14	47	[illegible]
DELAWARE	107	19	[illegible]	[illegible]
DISTRICT OF COLUMBIA	43	4	4	[illegible]
FLORIDA	1,329	14	159	[illegible]
GEORGIA	722	4	120	[illegible]
HAWAII	98	17	27	[illegible]
IDAHO	122	5	58	278
ILLINOIS	1,219	21	247	0
INDIANA	801	16	119	0
IOWA	246	1	82	0
KANSAS	197	3	39	[illegible]
KENTUCKY	315	5	67	1
LOUISIANA	456	1	128	[illegible]
MAINE	156	1	33	[illegible]
MARYLAND	616	6	125	[illegible]
MASSACHUSETTS	312	15	85	[illegible]
MICHIGAN	1,342	0	0	[illegible]
MINNESOTA	727	8	88	[illegible]
MISSISSIPPI	148	2	41	[illegible]
MISSOURI	622	25	112	[illegible]
MONTANA	78	4	22	[illegible]
NEBRASKA	118	1	55	[illegible]
NEVADA	109	1	42	0
NEW HAMPSHIRE	102	2	15	0
NEW JERSEY	972	13	15	0
NEW MEXICO	85	1	71	107
NEW YORK	2,149	10	198	0
NORTH CAROLINA	1,042	9	136	0
NORTH DAKOTA	37	15	7	0
OHIO	366	12	84	0
OKLAHOMA	247	9	91	0
OREGON	896	2	105	0
PENNSYLVANIA	1,050	5	614	0
PUERTO RICO	179	18	17	0
RHODE ISLAND	98	1	21	0
SOUTH CAROLINA	258	9	19	0
SOUTH DAKOTA	58	4	14	0
TENNESSEE	159	0	79	758
TEXAS	2,167	23	259	0
UTAH	166	19	78	0
VERMONT	55	1	11	191
VIRGINIA	751	1	87	0
WASHINGTON	494	12	84	0
WEST VIRGINIA	139	12	33	0
WISCONSIN	549	2	103	0
WYOMING	26	1	32	0
AMERICAN SAMOA	2	0	0	0
GUAM	3	1	1	0
NORTHERN MARIANAS	1	0	0	4
PALAU	0	1	0	0
VIRGIN ISLANDS	3	2	4	5
BUR. OF INDIAN AFFAIRS	8	1	6	0
U.S. AND OUTLYING AREAS	27,323	565	4,525	1,944
50 STATES, D.C. & P.R.	27,308	560	4,514	1,935

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

BEST COPY AVAILABLE

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability During the 1997-98 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	41,486	21,904	977	12,638	3,250
ALASKA	6,846	4,991	380	332	539
ARIZONA	31,857	22,778	1,018	2,822	2,875
ARKANSAS	23,692	13,339	657	6,850	254
CALIFORNIA	240,573	179,327	15,524	13,106	12,875
COLORADO	30,545	17,939	2,194	1,583	5,143
CONNECTICUT	32,587	18,294	3,312	1,978	5,880
DELAWARE	5,822	4,026	80	898	363
DISTRICT OF COLUMBIA	3,710	2,330	61	560	608
FLORIDA	130,960	78,416	8,884	17,418	19,750
GEORGIA	53,620	21,521	2,017	14,301	11,257
HAWAII	7,844	4,418	275	1,280	1,253
IDAHO	9,684	6,552	406	1,396	428
ILLINOIS	111,252	68,359	5,568	12,364	19,102
INDIANA	53,935	31,662	2,382	10,206	6,304
IOWA	30,560	16,506	745	6,698	5,173
KANSAS	22,351	12,404	822	2,840	3,025
KENTUCKY	29,099	12,291	1,314	9,441	3,154
LOUISIANA	40,289	23,072	1,801	6,597	3,815
MAINE	13,840	7,290	1,505	599	2,459
MARYLAND	44,283	25,511	5,199	2,908	4,933
MASSACHUSETTS	69,298	46,340	5,342	7,127	7,194
MICHIGAN	79,849	47,816	4,095	9,598	10,556
MINNESOTA	43,251	20,672	2,136	4,719	11,149
MISSISSIPPI	26,442	18,905	1,293	4,516	253
MISSOURI	54,591	35,751	3,274	6,299	5,591
MONTANA	7,746	5,242	291	567	747
NEBRASKA	16,530	8,635	1,667	2,998	1,641
NEVADA	12,587	9,593	382	804	953
NEW HAMPSHIRE	13,027	6,832	1,587	506	1,406
NEW JERSEY	80,160	56,964	4,051	2,210	8,826
NEW MEXICO	22,052	15,414	1,780	1,053	2,222
NEW YORK	175,124	113,561	7,647	7,938	26,563
NORTH CAROLINA	57,466	30,373	1,399	13,196	5,345
NORTH DAKOTA	5,313	3,261	598	614	493
OHIO	94,426	46,246	3,740	26,648	8,084
OKLAHOMA	32,922	22,520	1,143	5,088	1,954
OREGON	26,021	16,682	2,258	1,924	2,146
PENNSYLVANIA	93,871	60,659	3,324	13,569	11,944
PUERTO RICO	20,657	10,905	499	7,212	355
RHODE ISLAND	10,883	7,378	725	505	1,320
SOUTH CAROLINA	32,807	18,174	843	8,590	3,128
SOUTH DAKOTA	5,124	3,397	171	711	301
TENNESSEE	53,950	32,753	3,477	8,419	2,330
TEXAS	210,198	148,635	5,537	11,607	22,169
UTAH	21,260	14,554	985	1,534	2,298
VERMONT	5,486	2,485	602	690	1,128
VIRGINIA	61,245	37,770	2,354	7,491	7,707
WASHINGTON	42,211	24,081	1,057	3,442	2,962
WEST VIRGINIA	18,703	11,324	603	4,379	1,277
WISCONSIN	46,396	25,369	2,081	6,004	9,924
WYOMING	5,061	3,192	430	318	589
AMERICAN SAMOA	196	161	2	15	0
GUAM	863	740	8	47	5
NORTHERN MARIANAS	151	85	2	19	3
PALAU	46	36	2	4	1
VIRGIN ISLANDS	928	474	21	349	38
BUR. OF INDIAN AFFAIRS	3,511	2,341	284	230	443
U.S. AND OUTLYING AREAS	2,414,187	1,502,270	119,811	297,775	275,485
50 STATES, D.C. & P.R.	2,408,492	1,498,433	119,492	297,111	274,995

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability

During the 1997-98 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	581	417	228	1,068	209
ALASKA	180	112	17	214	21
ARIZONA	539	595	378	418	213
ARKANSAS	428	268	82	1,557	105
CALIFORNIA	2,148	4,099	4,147	5,871	1,696
COLORADO	1,174	463	1,735	0	140
CONNECTICUT	810	336	84	2,450	178
DELAWARE	0	100	238	0	34
DISTRICT OF COLUMBIA	31	9	45	23	11
FLORIDA	0	1,331	1,838	2,096	491
GEORGIA	0	577	324	3,015	248
HAWAII	88	109	51	211	29
IDAHO	162	121	60	376	48
ILLINOIS	0	1,346	1,050	2,121	499
INDIANA	359	743	443	829	359
IOWA	222	337	496	23	80
KANSAS	900	295	152	1,664	107
KENTUCKY	718	364	188	1,272	192
LOUISIANA	427	689	579	2,706	229
MAINE	986	120	38	677	43
MARYLAND	2,287	589	219	1,945	252
MASSACHUSETTS	1,188	658	324	505	262
MICHIGAN	665	1,177	4,600	0	376
MINNESOTA	0	785	580	2,526	182
MISSISSIPPI	212	309	701	0	158
MISSOURI	283	519	280	1,931	207
MONTANA	260	108	38	389	35
NEBRASKA	165	282	171	723	207
NEVADA	175	137	100	330	55
NEW HAMPSHIRE	135	104	66	1,270	60
NEW JERSEY	6,329	624	261	414	144
NEW MEXICO	425	226	189	523	88
NEW YORK	7,058	2,406	913	6,778	751
NORTH CAROLINA	638	943	384	4,164	309
NORTH DAKOTA	0	42	44	169	25
OHIO	4,825	1,112	970	2,044	487
OKLAHOMA	633	363	159	675	164
OREGON	0	445	327	1,439	157
PENNSYLVANIA	508	1,226	524	168	569
PUERTO RICO	416	371	147	389	214
RHODE ISLAND	89	94	42	660	27
SOUTH CAROLINA	120	460	330	813	177
SOUTH DAKOTA	213	61	44	128	27
TENNESSEE	722	638	464	4,405	397
TEXAS	1,741	2,616	1,983	13,438	1,029
UTAH	572	414	80	390	155
VERMONT	25	64	30	394	24
VIRGINIA	724	692	318	3,538	242
WASHINGTON	1,393	920	329	7,565	169
WEST VIRGINIA	0	191	99	585	97
WISCONSIN	0	651	549	1,262	179
WYOMING	0	75	57	314	28
AMERICAN SAMOA	8	6	0	1	2
GUAM	19	14	5	15	7
NORTHERN MARIANAS	26	9	3	2	1
PALAU	2	0	1	0	0
VIRGIN ISLANDS	10	6	5	15	5
BUR. OF INDIAN AFFAIRS	143	19	7	33	4
U.S. AND OUTLYING AREAS	41,896	31,712	27,515	86,721	12,054
50 STATES, D.C. & P.R.	41,688	31,658	27,494	86,655	12,035

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability

During the 1997-98 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	105	6	103
ALASKA	24	5	31
ARIZONA	148	38	35
ARKANSAS	73	13	66
CALIFORNIA	1,236	58	489
COLORADO	40	25	109
CONNECTICUT	185	33	47
DELAWARE	60	21	2
DISTRICT OF COLUMBIA	22	5	6
FLORIDA	604	14	118
GEORGIA	229	4	127
HAWAII	29	59	22
IDAHO	53	7	75
ILLINOIS	518	29	296
INDIANA	456	13	178
IOWA	183	0	97
KANSAS	72	6	84
KENTUCKY	76	8	81
LOUISIANA	270	6	118
MAINE	67	8	47
MARYLAND	274	13	151
MASSACHUSETTS	180	28	152
MICHIGAN	766	2	0
MINNESOTA	352	12	140
MISSISSIPPI	92	10	47
MISSOURI	281	36	138
MONTANA	18	16	39
NEBRASKA	53	2	87
NEVADA	30	0	28
NEW HAMPSHIRE	35	2	24
NEW JERSEY	314	7	16
NEW MEXICO	51	5	97
NEW YORK	998	13	[illegible]
NORTH CAROLINA	556	9	152
NORTH DAKOTA	26	26	15
OHIO	134	1	143
OKLAHOMA	176	18	99
OREGON	504	8	127
PENNSYLVANIA	436	13	781
PUERTO RICO	138	4	7
RHODE ISLAND	25	0	19
SOUTH CAROLINA	130	6	36
SOUTH DAKOTA	39	2	30
TENNESSEE	199	6	122
TEXAS	1,087	29	527
UTAH	82	18	174
VERMONT	35	1	18
VIRGINIA	341	2	155
WASHINGTON	169	14	112
WEST VIRGINIA	61	10	79
WISCONSIN	241	5	131
WYOMING	21	0	37
AMERICAN SAMOA	0	1	0
GUAM	1	1	1
NORTHERN MARIANAS	1	0	0
PALAU	0	0	0
VIRGIN ISLANDS	2	1	2
BUR. OF INDIAN AFFAIRS	2	1	4
U.S. AND OUTLYING AREAS	12,222	679	6,047
50 STATES, D.C. & P.R.	12,216	675	6,040

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability During the 1997-98 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE
ALABAMA	5,386	2,416	23	2,200	243
ALASKA	732	455	18	101	48
ARIZONA	3,227	1,734	21	750	227
ARKANSAS	2,505	1,343	19	863	13
CALIFORNIA	23,447	12,629	683	4,758	1,701
COLORADO	3,244	1,616	131	438	421
CONNECTICUT	4,474	1,657	89	551	702
DELAWARE	716	322	1	191	132
DISTRICT OF COLUMBIA	561	250	2	157	111
FLORIDA	13,661	6,802	336	3,580	2,029
GEORGIA	4,498	1,283	32	2,237	507
HAWAII	562	216	2	166	92
IDAHO	817	427	11	254	17
ILLINOIS	12,369	5,648	148	2,957	1,850
INDIANA	6,357	3,525	34	1,815	477
IOWA	3,377	1,633	40	1,019	441
KANSAS	2,446	1,162	20	628	266
KENTUCKY	3,188	1,236	29	1,401	157
LOUISIANA	4,987	2,528	66	1,440	257
MAINE	1,549	789	67	198	218
MARYLAND	4,039	1,844	202	740	445
MASSACHUSETTS	8,115	3,903	379	1,756	1,047
MICHIGAN	10,289	4,844	124	2,867	855
MINNESOTA	4,224	1,437	87	1,487	798
MISSISSIPPI	2,772	1,714	31	775	12
MISSOURI	5,809	3,731	117	1,234	345
MONTANA	825	520	9	119	58
NEBRASKA	1,661	715	70	527	106
NEVADA	989	589	9	193	61
NEW HAMPSHIRE	1,325	708	122	147	126
NEW JERSEY	9,208	5,346	197	905	1,164
NEW MEXICO	2,002	1,184	122	311	139
NEW YORK	24,077	14,288	285	2,892	3,094
NORTH CAROLINA	4,928	1,976	17	1,888	258
NORTH DAKOTA	666	354	30	193	38
OHIO	13,033	5,217	73	3,862	780
OKLAHOMA	3,629	2,401	24	731	138
OREGON	2,548	1,213	126	600	191
PENNSYLVANIA	12,180	6,731	56	3,151	1,327
PUERTO RICO	3,173	897	24	1,766	38
RHODE ISLAND	1,344	747	34	168	285
SOUTH CAROLINA	3,245	1,332	9	1,441	180
SOUTH DAKOTA	701	351	1	198	22
TENNESSEE	6,429	3,230	209	1,818	176
TEXAS	24,129	15,316	195	3,756	1,750
UTAH	2,227	972	29	556	148
VERMONT	564	221	37	140	96
VIRGINIA	6,487	3,291	46	1,733	716
WASHINGTON	4,594	2,119	18	858	254
WEST VIRGINIA	2,346	1,341	17	753	114
WISCONSIN	5,345	2,429	95	1,535	907
WYOMING	592	329	37	96	50
AMERICAN SAMOA	12	2	0	4	0
GUAM	171	134	1	21	2
NORTHERN MARIANAS	25	20	0	1	0
PALAU	5	0	1	2	0
VIRGIN ISLANDS	145	56	1	75	4
BUR. OF INDIAN AFFAIRS	428	304	15	45	32
U.S. AND OUTLYING AREAS	270,251	139,449	4,640	65,052	25,665
50 STATES, D.C. & P.R.	269,465	138,933	4,622	64,902	25,627

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability During The 1997-98 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	177	97	15	109	31
ALASKA	57	11	3	23	8
ARIZONA	191	65	96	22	41
ARKANSAS	103	19	5	71	20
CALIFORNIA	854	512	1,041	446	307
COLORADO	333	82	133	0	34
CONNECTICUT	193	42	9	148	32
DELAWARE	0	18	27	0	1
DISTRICT OF COLUMBIA	9	5	14	12	2
FLORIDA	0	182	285	221	53
GEORGIA	0	38	39	244	39
HAWAII	31	8	9	16	2
IDAHO	37	13	1	25	6
ILLINOIS	0	219	146	143	65
INDIANA	102	88	84	60	55
IOWA	86	46	46	1	19
KANSAS	166	43	23	138	16
KENTUCKY	194	57	27	62	24
LOUISIANA	190	132	90	167	70
MAINE	161	22	2	64	9
MARYLAND	523	47	16	95	49
MASSACHUSETTS	514	137	62	238	47
MICHIGAN	416	197	548	0	61
MINNESOTA	0	78	37	158	29
MISSISSIPPI	74	48	76	0	28
MISSOURI	63	54	47	120	32
MONTANA	47	13	1	35	4
NEBRASKA	74	32	25	69	16
NEVADA	66	15	12	26	4
NEW HAMPSHIRE	52	19	9	117	7
NEW JERSEY	1,321	83	33	39	12
NEW MEXICO	100	24	27	49	12
NEW YORK	1,959	492	91	452	132
NORTH CAROLINA	213	106	37	224	35
NORTH DAKOTA	0	7	8	14	4
OHIO	2,291	212	173	286	75
OKLAHOMA	169	46	19	51	35
OREGON	0	78	53	126	34
PENNSYLVANIA	222	147	156	22	89
PUERTO RICO	200	68	30	44	36
RHODE ISLAND	21	18	7	41	6
SOUTH CAROLINA	49	55	66	53	16
SOUTH DAKOTA	71	8	9	12	11
TENNESSEE	299	114	103	345	53
TEXAS	699	436	266	1,190	184
UTAH	333	41	10	37	33
VERMONT	23	8	5	23	3
VIRGINIA	214	88	47	202	18
WASHINGTON	490	101	41	632	24
WEST VIRGINIA	0	41	5	31	15
WISCONSIN	0	101	85	95	31
WYOMING	0	10	9	35	4
AMERICAN SAMOA	4	0	0	0	2
GUAM	6	3	0	2	0
NORTHERN MARIANAS	3	0	1	0	0
PALAU	0	1	0	0	1
VIRGIN ISLANDS	4	4	0	1	0
BUR. OF INDIAN AFFAIRS	17	4	0	8	1
U.S. AND OUTLYING AREAS	13,408	4,706	4,279	6,611	1,914
50 STATES, D.C. & P.R.	13,374	4,694	4,278	6,600	1,910

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability

During the 1997-98 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	33	3	19
ALASKA	3	0	10
ARIZONA	41	31	8
ARKANSAS	12	0	17
CALIFORNIA	376	31	89
COLORADO	15	12	29
CONNECTICUT	37	4	11
DELAWARE	16	5	2
DISTRICT OF COLUMBIA	2	0	1
FLORIDA	183	4	30
GEORGIA	46	1	23
HAWAII	6	4	11
IDAHO	12	1	13
ILLINOIS	107	4	43
INDIANA	80	12	45
IOWA	23	0	21
KANSAS	7	4	8
KENTUCKY	15	1	15
LOUISIANA	70	2	25
MAINE	8	0	15
MARYLAND	54	4	20
MASSACHUSETTS	89	5	60
MICHIGAN	275	0	0
MINNESOTA	55	1	18
MISSISSIPPI	15	1	9
MISSOURI	59	8	32
MONTANA	7	4	3
NEBRASKA	16	0	12
NEVADA	[illegible]	0	8
NEW HAMPSHIRE	[illegible]	0	5
NEW JERSEY	[illegible]	1	9
NEW MEXICO	12	0	22
NEW YORK	279	10	103
NORTH CAROLINA	121	4	29
NORTH DAKOTA	9	5	4
OHIO	17	2	45
OKLAHOMA	11	1	23
OREGON	91	0	36
PENNSYLVANIA	83	1	199
PUERTO RICO	50	13	7
RHODE ISLAND	11	1	3
SOUTH CAROLINA	34	4	4
SOUTH DAKOTA	10	0	8
TENNESSEE	53	1	28
TEXAS	252	17	68
UTAH	22	11	27
VERMONT	2	0	4
VIRGINIA	95	0	37
WASHINGTON	26	2	29
WEST VIRGINIA	15	3	11
WISCONSIN	41	0	26
WYOMING	5	0	17
AMERICAN SAMOA	0	0	0
GUAM	0	0	0
NORTHERN MARIANAS	0	0	0
PALAU	0	0	0
VIRGIN ISLANDS	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	1
U.S. AND OUTLYING AREAS	2,966	219	1,342
50 STATES, D.C. & P.R.	2,965	219	1,341

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA6

Number of Children Served Under IDEA, Part B by Disability and Age

During the 1997-98 School Year

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
SPECIFIC LEARNING DISABILITIES				18,578	94,575	172,941	240,025
SPEECH OR LANGUAGE IMPAIRMENTS				214,083	228,495	148,367	147,492
MENTAL RETARDATION				23,075	32,519	40,521	45,592
EMOTIONAL DISTURBANCE				9,376	16,468	23,907	30,095
MULTIPLE DISABILITIES				9,374	8,828	8,460	8,703
HEARING IMPAIRMENTS				4,445	5,158	5,724	5,846
ORTHOPEDIC IMPAIRMENTS				5,944	6,015	6,148	5,993
OTHER HEALTH IMPAIRMENTS				9,381	12,843	16,959	19,218
VISUAL IMPAIRMENTS				1,848	2,095	2,057	2,104
AUTISM				5,920	5,181	4,888	4,275
DEAF-BLINDNESS				81	101	104	86
TRAUMATIC BRAIN INJURY	--			476	608	772	844
DEVELOPMENTAL DELAY				1,317	439	138	60
ALL DISABILITIES	115,175	197,782	258,092	323,692	401,445	469,788	510,451

DISABILITY	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD
SPECIFIC LEARNING DISABILITIES	277,645	292,561	294,357	281,401	267,269	250,595	221,417
SPEECH OR LANGUAGE IMPAIRMENTS	104,913	69,400	42,836	28,117	18,771	13,367	9,656
MENTAL RETARDATION	48,211	50,542	52,171	51,491	51,650	51,543	47,610
EMOTIONAL DISTURBANCE	34,847	39,351	43,625	46,520	49,567	51,667	47,182
MULTIPLE DISABILITIES	8,290	8,275	7,641	7,256	6,950	7,256	6,843
HEARING IMPAIRMENTS	6,106	6,025	5,744	5,471	5,190	5,278	5,041
ORTHOPEDIC IMPAIRMENTS	5,820	5,768	5,473	5,121	4,756	4,565	4,310
OTHER HEALTH IMPAIRMENTS	19,935	19,471	17,920	16,577	15,199	14,186	12,520
VISUAL IMPAIRMENTS	2,121	2,119	2,044	2,074	1,964	2,101	1,927
AUTISM	3,678	3,418	2,796	2,312	2,182	1,897	1,623
DEAF-BLINDNESS	91	96	118	98	123	110	108
TRAUMATIC BRAIN INJURY	865	960	936	966	989	1,019	1,000
DEVELOPMENTAL DELAY							
ALL DISABILITIES	512,522	497,986	475,661	447,426	424,922	403,361	359,037

DISABILITY	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	187,231	107,914	24,571	5,359	1,605	142
SPEECH OR LANGUAGE IMPAIRMENTS	7,062	3,367	881	292	100	28
MENTAL RETARDATION	41,288	32,637	16,431	10,643	5,341	2,039
EMOTIONAL DISTURBANCE	36,984	17,653	5,218	2,028	766	97
MULTIPLE DISABILITIES	6,170	5,087	3,724	2,992	1,605	428
HEARING IMPAIRMENTS	4,790	3,009	1,105	449	141	24
ORTHOPEDIC IMPAIRMENTS	3,540	2,264	1,029	611	175	205
OTHER HEALTH IMPAIRMENTS	10,439	4,763	1,247	431	130	17
VISUAL IMPAIRMENTS	1,844	1,111	446	251	114	27
AUTISM	1,392	1,172	822	616	156	108
DEAF-BLINDNESS	122	73	65	52	29	5
TRAUMATIC BRAIN INJURY	1,078	730	339	192	81	5
DEVELOPMENTAL DELAY						
ALL DISABILITIES	301,940	179,780	55,878	23,916	10,675	3,124

Please see data notes for an explanation of individual State differences.

Developmental Delay is applicable only to children 3 through 9.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1997-98 School Year

ALL DISABILITIES

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	1,159	2,318	4,718	5,786	6,891	7,516
ALASKA	360	651	828	978	1,288	1,553
ARIZONA	1,730	3,108	3,733	4,398	5,603	6,866
ARKANSAS	2,051	3,546	2,771	3,005	3,522	3,793
CALIFORNIA	12,103	21,473	21,935	29,805	40,544	48,835
COLORADO	1,549	2,787	3,173	3,530	4,620	5,313
CONNECTICUT	1,814	2,743	2,902	3,490	4,643	5,645
DELAWARE	321	560	738	1,097	1,297	1,497
DISTRICT OF COLUMBIA	84	176	124	227	341	473
FLORIDA	5,184	8,610	11,953	19,111	25,059	28,282
GEORGIA	2,314	4,775	7,242	10,013	11,909	13,092
HAWAII	271	488	801	946	1,241	1,472
IDAHO	791	1,249	1,359	1,524	1,928	2,211
ILLINOIS	4,928	8,992	13,289	16,161	20,134	22,751
INDIANA	2,548	4,346	6,340	8,936	11,413	13,102
IOWA	1,167	1,954	2,786	3,297	4,185	5,139
KANSAS	1,424	2,288	2,937	2,970	3,533	4,528
KENTUCKY	2,981	5,744	6,273	6,048	6,238	6,308
LOUISIANA	1,597	3,220	4,733	5,505	4,281	6,650
MAINE	817	1,469	1,390	1,492	2,074	2,462
MARYLAND	1,681	3,276	4,689	5,936	7,180	8,721
MASSACHUSETTS	3,473	5,921	5,722	7,768	10,443	12,483
MICHIGAN	3,940	6,294	8,643	10,756	13,388	15,923
MINNESOTA	2,549	3,993	4,570	5,181	6,322	7,698
MISSISSIPPI	711	1,683	1,600	4,992	5,172	4,791
MISSOURI	1,827	3,371	4,332	5,568	8,211	10,416
MONTANA	292	570	857	1,012	1,334	1,459
NEBRASKA	888	1,235	1,494	2,051	2,760	3,491
NEVADA	691	1,253	1,401	1,621	2,000	2,828
NEW HAMPSHIRE	472	777	1,002	1,006	1,414	1,868
NEW JERSEY	2,843	4,131	9,900	14,437	17,836	19,380
NEW MEXICO	1,116	1,929	1,898	2,150	2,914	3,483
NEW YORK	14,015	19,802	15,811	20,613	21,111	27,606
NORTH CAROLINA	2,873	5,570	8,534	10,675	12,787	14,037
NORTH DAKOTA	179	428	559	769	851	981
OHIO	3,463	5,719	9,484	11,675	15,340	17,872
OKLAHOMA	988	1,847	2,810	3,869	5,342	6,167
OREGON	1,433	2,195	2,337	3,062	4,346	5,862
PENNSYLVANIA	4,892	7,891	8,333	9,993	13,775	17,140
PUERTO RICO	994	1,973	2,288	2,598	3,319	3,593
RHODE ISLAND	473	837	1,249	1,561	1,948	2,250
SOUTH CAROLINA	1,412	3,477	6,042	7,136	8,251	8,720
SOUTH DAKOTA	407	738	1,023	1,393	1,242	1,419
TENNESSEE	1,453	2,944	5,841	7,970	9,386	10,334
TEXAS	6,188	11,165	17,045	22,108	28,713	33,845
UTAH	1,233	1,989	2,305	2,950	4,198	4,766
VERMONT	254	479	508	493	657	803
VIRGINIA	2,828	4,472	6,518	8,664	10,291	11,171
WASHINGTON	2,315	4,088	5,598	5,924	7,487	9,322
WEST VIRGINIA	843	1,598	2,743	3,195	3,752	4,021
WISCONSIN	2,706	4,889	6,112	6,804	7,479	8,052
WYOMING	422	593	554	696	927	1,020
AMERICAN SAMOA	31	38	10	12	20	32
GUAM	48	53	66	63	81	125
NORTHERN MARIANAS	7	23	22	13	17	16
PALAU	0	0	3	2	1	4
VIRGIN ISLANDS	53	76	84	112	110	104
BUR. OF INDIAN AFFAIRS	0	0	276	593	652	718
U.S. AND OUTLYING AREAS	115,175	197,782	258,092	323,682	403,445	468,768
50 STATES, D.C. & P.R.	115,036	197,592	257,631	322,887	402,584	467,769

Please see data notes for an explanation of individual State differences

Data based on the December 1, 1997 count, updated as of September 1, 1998

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

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Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1997-98 School Year

ALL DISABILITIES

STATE	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD
ALABAMA	8,159	7,877	7,927	7,714	7,501	7,374
ALASKA	1,618	1,518	1,472	1,439	1,333	1,239
ARIZONA	7,757	7,998	7,534	7,069	6,403	5,744
ARKANSAS	4,060	4,110	4,183	4,248	4,195	4,189
CALIFORNIA	54,440	55,846	53,819	50,585	46,596	42,117
COLORADO	5,990	6,214	6,278	6,051	5,798	5,600
CONNECTICUT	6,484	6,671	6,503	6,415	5,914	5,622
DELAWARE	1,452	1,424	1,254	1,167	1,139	1,121
DISTRICT OF COLUMBIA	515	713	732	769	677	686
FLORIDA	30,500	30,366	29,216	27,528	25,264	23,699
GEORGIA	13,777	13,655	12,831	12,302	10,832	9,820
HAWAII	1,652	1,547	1,666	1,487	1,472	1,477
IDAHO	2,280	2,220	2,160	2,002	1,898	1,738
ILLINOIS	23,577	23,003	21,946	21,465	20,771	19,579
INDIANA	12,896	12,066	10,879	10,380	9,791	9,539
IOWA	5,681	5,791	5,739	5,710	5,517	5,415
KANSAS	4,958	4,729	4,514	4,358	4,188	3,956
KENTUCKY	6,717	7,049	6,565	5,859	5,427	5,003
LOUISIANA	6,765	7,032	7,181	7,378	7,362	7,255
MAINE	2,769	2,847	2,853	2,796	2,492	2,494
MARYLAND	9,810	10,024	9,525	9,370	8,456	7,826
MASSACHUSETTS	13,910	13,700	13,247	13,032	12,365	12,152
MICHIGAN	16,949	17,782	16,724	16,083	15,135	14,055
MINNESOTA	8,884	8,676	8,728	8,331	7,851	7,518
MISSISSIPPI	4,511	4,423	4,495	4,706	4,624	4,585
MISSOURI	11,711	11,798	11,441	11,278	10,181	9,7[illegible]
MONTANA	1,578	1,596	1,471	1,480	1,419	1,436
NEBRASKA	3,829	3,742	3,627	3,429	3,101	3,003
NEVADA	2,945	2,864	2,780	2,620	2,392	2,316
NEW HAMPSHIRE	2,198	2,349	2,469	2,354	2,106	2,036
NEW JERSEY	17,589	16,463	15,366	14,709	14,179	13,619
NEW MEXICO	3,902	4,376	4,470	4,392	4,227	4,016
NEW YORK	34,026	34,596	35,849	31,525	30,672	30,669
NORTH CAROLINA	14,733	14,327	13,675	12,692	11,802	10,559
NORTH DAKOTA	1,047	1,020	1,061	1,069	910	912
OHIO	19,245	18,919	18,444	17,648	16,843	15,938
OKLAHOMA	6,877	6,672	6,557	6,340	6,044	5,690
OREGON	6,718	6,613	6,176	5,660	5,170	4,577
PENNSYLVANIA	19,111	18,640	17,855	16,875	16,300	16,187
PUERTO RICO	3,910	4,105	4,111	4,042	3,893	3,849
RHODE ISLAND	2,436	2,371	2,178	2,103	1,891	1,872
SOUTH CAROLINA	8,590	8,089	7,385	6,844	6,243	5,960
SOUTH DAKOTA	1,367	1,198	1,101	1,007	1,004	940
TENNESSEE	10,641	10,225	10,142	10,193	9,516	9,201
TEXAS	39,567	42,496	42,295	40,624	38,296	36,707
UTAH	4,919	4,610	4,397	4,072	3,907	3,785
VERMONT	894	1,009	1,094	1,006	1,024	936
VIRGINIA	12,129	12,681	12,234	12,152	11,650	10,586
WASHINGTON	10,056	9,769	9,162	8,735	8,175	7,580
WEST VIRGINIA	3,996	3,843	3,626	3,450	3,249	3,326
WISCONSIN	8,518	8,688	8,745	8,684	8,163	7,676
WYOMING	1,169	1,032	1,011	1,037	933	883
AMERICAN SAMOA	35	44	43	47	32	31
GUAM	170	159	196	183	155	146
NORTHERN MARIANAS	36	29	43	42	28	21
PALAU	8	9	21	19	14	5
VIRGIN ISLANDS	148	135	151	198	165	158
BUR. OF INDIAN AFFAIRS	823	784	839	848	741	614
U.S. AND OUTLYING AREAS	510,451	512,522	497,986	475,601	447,426	424,822
50 STATES, D.C. & P.R.	509,231	511,362	496,693	474,264	446,291	423,847

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Children Served Under IDEA, Part B by Age During the 1997-98 School Year

ALL DISABILITIES

STATE	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,106	6,241	5,550	3,719	1,168	403
ALASKA	1,114	917	804	485	140	68
ARIZONA	4,926	4,216	3,499	1,991	725	323
ARKANSAS	4,116	3,686	3,258	1,942	456	107
CALIFORNIA	38,605	33,859	28,811	15,136	4,306	2,359
COLORADO	5,154	4,363	3,579	2,138	727	325
CONNECTICUT	5,531	4,951	4,154	2,405	679	316
DELAWARE	979	776	640	430	162	100
DISTRICT OF COLUMBIA	578	571	429	282	149	75
FLORIDA	21,950	18,239	14,380	8,617	2,959	1,405
GEORGIA	8,581	6,795	5,290	2,991	897	393
HAWAII	1,310	1,153	945	389	144	29
IDAHO	1,562	1,321	1,163	599	156	52
ILLINOIS	18,590	16,685	14,162	7,921	2,277	1,041
INDIANA	9,220	8,034	6,971	4,581	1,256	320
IOWA	5,257	4,701	3,969	2,420	644	277
KANSAS	3,758	3,270	2,821	1,732	497	161
KENTUCKY	4,933	4,129	3,748	2,214	679	236
LOUISIANA	7,087	6,152	5,055	3,065	1,188	479
MAINE	2,268	2,084	1,706	1,122	354	70
MARYLAND	7,291	6,242	5,098	2,673	832	462
MASSACHUSETTS	11,605	10,689	9,455	5,378	1,565	676
MICHIGAN	13,251	11,545	9,780	6,482	2,020	961
MINNESOTA	7,462	6,569	5,820	2,626	768	499
MISSISSIPPI	4,553	4,267	3,707	2,050	548	153
MISSOURI	9,244	7,674	6,429	3,930	1,198	478
MONTANA	1,341	1,146	924	647	133	52
NEBRASKA	2,785	2,299	1,913	1,136	342	139
NEVADA	2,076	1,768	1,415	695	181	63
NEW HAMPSHIRE	2,090	1,862	1,579	1,000	239	86
NEW JERSEY	13,496	12,682	11,475	6,313	1,727	418
NEW MEXICO	3,633	3,158	2,626	1,374	400	156
NEW YORK	30,557	29,373	22,328	14,471	6,229	2,787
NORTH CAROLINA	9,513	7,221	5,679	3,398	1,026	413
NORTH DAKOTA	887	834	701	491	126	44
OHIO	15,676	14,641	13,680	8,785	2,530	1,006
OKLAHOMA	5,510	5,012	4,326	2,739	705	144
OREGON	4,166	3,544	2,904	1,680	536	270
PENNSYLVANIA	15,927	15,214	13,369	8,455	2,417	969
PUERTO RICO	3,591	2,944	2,338	1,477	835	523
RHODE ISLAND	1,815	1,706	1,496	916	260	139
SOUTH CAROLINA	5,527	4,738	3,495	2,074	751	345
SOUTH DAKOTA	839	733	601	447	140	83
TENNESSEE	9,078	8,355	7,607	4,373	1,283	488
TEXAS	35,055	31,987	27,529	16,404	5,029	1,679
UTAH	3,559	3,131	2,806	1,310	402	184
VERMONT	966	807	747	386	115	42
VIRGINIA	9,900	9,104	7,853	4,499	1,209	476
WASHINGTON	6,737	5,983	5,001	1,003	[illegible]	552
WEST VIRGINIA	3,134	2,874	2,670	1,748	419	127
WISCONSIN	7,868	7,282	6,723	3,888	973	393
WYOMING	846	767	595	412	134	45
AMERICAN SAMOA	35	35	16	9	3	0
GUAM	155	121	103	83	51	23
NORTHERN MARIANAS	19	22	19	10	8	7
PALAU	6	1	1	2	2	0
VIRGIN ISLANDS	151	140	116	88	45	11
BUR. OF INDIAN AFFAIRS	492	424	392	249	121	46
U.S. AND OUTLYING AREAS	403,361	359,037	303,940	179,780	55,878	23,718
50 STATES, D.C. & P.R.	402,503	358,294	303,393	179,339	55,648	23,825

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1997-98 School Year

ALL DISABILITIES

STATE	21 YEARS OLD	22 YEARS OLD
ALABAMA	96	0
ALASKA	19	4
ARIZONA	188	0
ARKANSAS	0	0
CALIFORNIA	1,646	180
COLORADO	54	0
CONNECTICUT	74	2
DELAWARE	14	0
DISTRICT OF COLUMBIA	55	10
FLORIDA	682	49
GEORGIA	169	0
HAWAII	2	2
IDAHO	18	0
ILLINOIS	230	1
INDIANA	203	0
IOWA	36	1
KANSAS	56	1
KENTUCKY	59	8
LOUISIANA	255	91
MAINE	3	0
MARYLAND	72	1
MASSACHUSETTS	496	[illegible]
MICHIGAN	748	2,444
MINNESOTA	311	19
MISSISSIPPI	21	0
MISSOURI	203	0
MONTANA	8	0
NEBRASKA	44	0
NEVADA	57	0
NEW HAMPSHIRE	0	0
NEW JERSEY	350	2
NEW MEXICO	72	17
NEW YORK	810	0
NORTH CAROLINA	91	6
NORTH DAKOTA	9	0
OHIO	712	0
OKLAHOMA	41	4
OREGON	62	0
PENNSYLVANIA	639	0
PUERTO RICO	338	106
RHODE ISLAND	29	0
SOUTH CAROLINA	75	0
SOUTH DAKOTA	51	0
TENNESSEE	285	7
TEXAS	1,021	0
UTAH	211	16
VERMONT	21	0
VIRGINIA	303	45
WASHINGTON	89	0
WEST VIRGINIA	32	1
WISCONSIN	90	0
WYOMING	1	0
AMERICAN SAMOA	0	0
GUAM	8	12
NORTHERN MARIANAS	0	0
PALAU	1-	0
VIRGIN ISLANDS	1	1
BUR. OF INDIAN AFFAIRS	12	0
U.S. AND OUTLYING AREAS	10,675	3,124
50 STATES, D.C. & P.R.	10,653	3,111

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA8

Number and Change in Number of Children Ages 3-21 Served Under IDEA, Part B

ALL DISABILITIES

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1996-97	NUMBER SERVED 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	CHANGE IN NUMBER SERVED 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1996-97 1997-98
ALABAMA	95,130	97,703	99,220	4,090	1,517	4.30	1.55
ALASKA	12,845	17,591	17,844	4,999	253	38.92	1.44
ARIZONA	53,895	79,345	83,811	29,916	4,466	55.51	5.63
ARKANSAS	47,031	55,454	57,238	10,207	1,784	21.70	3.22
CALIFORNIA	410,175	583,995	604,820	194,645	20,825	47.45	3.57
COLORADO	52,042	71,458	73,243	21,201	1,785	40.74	2.50
CONNECTICUT	64,530	76,462	76,991	12,461	529	19.31	0.69
DELAWARE	14,623	15,680	16,178	1,555	498	10.63	3.18
DISTRICT OF COLUMBIA	7,161	6,679	7,676	515	997	7.19	14.93
FLORIDA	194,200	322,810	334,896	140,696	12,086	72.45	3.74
GEORGIA	92,957	141,124	147,678	54,721	6,554	58.87	4.64
HAWAII	11,835	16,932	18,490	6,655	1,558	56.23	9.20
IDAHO	19,136	25,231	26,223	7,087	992	37.03	3.93
ILLINOIS	241,513	264,507	277,402	35,889	12,895	14.86	4.88
INDIANA	107,682	138,288	142,818	35,136	4,530	32.63	3.28
IOWA	56,415	68,026	69,727	13,312	1,701	23.60	2.50
KANSAS	42,930	55,353	56,656	13,726	1,303	31.97	2.35
KENTUCKY	76,573	85,038	86,240	9,667	1,202	12.62	1.41
LOUISIANA	68,782	92,772	94,244	25,462	1,472	37.02	1.59
MAINE	28,193	33,055	33,762	5,569	707	19.75	2.14
MARYLAND	89,892	104,630	109,084	19,192	4,454	21.35	4.26
MASSACHUSETTS	145,681	159,023	163,480	17,799	4,457	12.22	2.80
MICHIGAN	161,128	193,551	200,455	39,327	6,904	24.41	3.57
MINNESOTA	82,836	101,224	104,077	21,241	2,853	25.64	2.82
MISSISSIPPI	58,534	65,452	63,592	5,058	-1,860	8.64	-2.84
MISSOURI	99,721	125,636	129,075	29,354	3,439	29.44	2.74
MONTANA	15,343	18,600	18,735	3,392	135	22.11	0.73
NEBRASKA	30,450	39,879	41,308	10,858	1,429	35.66	3.58
NEVADA	15,122	29,972	31,759	16,637	1,787	110.02	5.96
NEW HAMPSHIRE	16,755	26,420	26,927	10,172	507	60.71	1.92
NEW JERSEY	172,829	202,396	206,093	33,264	3,697	19.25	1.83
NEW MEXICO	31,265	49,124	50,292	19,027	1,168	60.86	2.38
NEW YORK	288,363	412,758	422,630	134,267	9,872	46.56	2.39
NORTH CAROLINA	109,397	153,635	159,605	50,208	5,970	45.90	3.89
NORTH DAKOTA	12,483	12,710	12,902	419	192	3.36	1.51
OHIO	198,437	225,957	227,620	29,183	1,663	14.71	0.74
OKLAHOMA	63,798	73,780	77,380	13,582	3,600	21.29	4.88
OREGON	48,382	63,746	67,311	18,929	3,565	39.12	5.59
PENNSYLVANIA	208,518	216,189	223,771	15,253	7,582	7.31	3.51
PUERTO RICO	37,694	46,060	50,721	13,027	4,661	34.56	10.12
RHODE ISLAND	19,855	26,600	27,530	7,675	930	38.66	3.50
SOUTH CAROLINA	74,990	90,761	95,154	20,164	4,393	26.89	4.84
SOUTH DAKOTA	14,402	15,051	15,413	1,011	362	7.02	2.41
TENNESSEE	98,289	125,364	129,315	31,026	3,951	31.57	3.15
TEXAS	311,598	461,652	477,739	166,141	16,087	53.32	3.48
UTAH	44,824	53,876	54,653	9,829	777	21.93	1.44
VERMONT	12,244	11,768	12,241	-3	473	-0.02	4.02
VIRGINIA	105,641	144,593	148,720	43,079	4,127	40.78	2.85
WASHINGTON	73,613	107,017	110,536	36,923	3,519	50.16	3.29
WEST VIRGINIA	46,422	47,317	48,656	2,234	1,339	4.81	2.83
WISCONSIN	77,963	110,400	113,734	35,771	3,334	45.88	3.02
WYOMING	10,894	12,875	13,077	2,183	202	20.04	1.57
AMERICAN SAMOA	248	370	473	225	103	90.73	27.84
GUAM	1,883	1,934	1,975	92	41	4.89	2.12
NORTHERN MARIANAS	804	318	382	-422	64	-52.49	20.13
PALAU	0	116	99	99	-17	100.00	-14.66
VIRGIN ISLANDS	1,445	1,444	2,046	601	602	41.59	41.69
BUR. OF INDIAN AFFAIRS	6,311	8,192	8,624	2,313	432	36.65	5.27
U.S. AND OUTLYING AREAS	4,485,702	5,787,893	5,972,341	1,486,639	184,448	33.14	3.19
50 STATES, D.C. & P.R.	4,475,011	5,775,519	5,958,742	1,483,731	183,223	33.16	3.17

Please see data notes for an explanation of individual State differences.
Prior to October 1994, children and youth with disabilities were served under the Individuals with Disabilities Education Act, Part B, and Chapter 1 of ESEA (SOP). In October 1994, Congress passed the Improving America's Schools Act in which funding for children and youth with disabilities was consolidated under IDEA, Part B. Data reported in this table for years prior to 1994 include children served under Chapter 1.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

ALL DISABILITIES

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1996-97	NUMBER SERVED 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	CHANGE IN NUMBER SERVED 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1996-97 1997-98
ALABAMA	88,136	89,504	91,025	2,889	1,521	3.28	1.70
ALASKA	10,927	15,744	16,005	5,078	261	46.47	1.66
ARIZONA	50,499	71,608	75,240	24,741	3,632	48.99	5.07
ARKANSAS	43,293	47,572	48,870	5,577	1,298	12.88	2.73
CALIFORNIA	380,796	528,273	547,309	166,513	19,036	43.73	3.60
COLORADO	48,153	64,210	65,734	17,581	1,524	36.51	2.37
CONNECTICUT	58,957	69,254	69,532	10,575	278	17.94	0.40
DELAWARE	13,042	13,843	14,559	1,517	716	11.63	5.17
DISTRICT OF COLUMBIA	6,571	6,332	7,292	721	960	10.97	15.16
FLORIDA	180,731	295,762	307,149	126,418	11,387	69.95	3.85
GEORGIA	86,956	126,836	133,347	46,391	6,511	53.35	5.13
HAWAII	11,195	15,499	16,930	5,735	1,431	51.23	9.23
IDAHO	18,079	21,996	22,824	4,745	828	26.25	3.76
ILLINOIS	218,194	238,594	250,193	31,999	11,599	14.67	4.86
INDIANA	98,993	125,213	129,584	30,591	4,371	30.90	3.49
IOWA	51,323	62,161	63,820	12,497	1,659	24.35	2.67
KANSAS	39,157	48,985	50,027	10,870	1,042	27.76	2.13
KENTUCKY	68,152	70,031	71,242	3,090	1,211	4.53	1.73
LOUISIANA	62,355	83,277	84,690	22,335	1,413	35.82	1.70
MAINE	25,298	29,362	30,086	4,788	724	18.93	2.47
MARYLAND	83,693	94,840	99,438	15,745	4,598	18.81	4.85
MASSACHUSETTS	131,729	144,488	148,364	16,635	3,876	12.63	2.68
MICHIGAN	147,108	175,145	181,578	34,470	6,433	23.43	3.67
MINNESOTA	73,891	90,309	92,966	19,075	2,657	25.82	2.94
MISSISSIPPI	53,491	59,245	57,598	4,107	-1,647	7.68	-2.78
MISSOURI	94,792	116,892	119,545	24,753	2,653	26.11	2.27
MONTANA	13,547	16,875	17,016	3,469	141	25.61	0.84
NEBRASKA	27,775	36,568	37,691	9,916	1,123	35.70	3.07
NEVADA	13,702	26,711	28,414	14,712	1,703	107.37	6.38
NEW HAMPSHIRE	15,571	24,131	24,676	9,105	545	58.47	2.26
NEW JERSEY	157,332	185,631	189,219	31,887	3,588	20.27	1.93
NEW MEXICO	29,950	44,440	45,349	15,399	909	51.42	2.05
NEW YORK	266,216	363,085	373,002	106,786	9,917	40.11	2.73
NORTH CAROLINA	102,619	137,013	142,628	40,009	5,615	38.99	4.10
NORTH DAKOTA	11,066	11,554	11,738	672	184	6.07	1.59
OHIO	190,312	207,678	208,954	18,642	1,276	9.80	0.61
OKLAHOMA	58,378	68,494	71,735	13,357	3,241	22.88	4.73
OREGON	45,342	58,112	61,346	16,004	3,234	35.30	5.57
PENNSYLVANIA	190,023	195,605	202,665	12,642	7,060	6.65	3.61
PUERTO RICO	34,760	41,586	45,466	10,706	3,880	30.80	9.33
RHODE ISLAND	17,986	24,144	24,971	6,985	827	38.84	3.43
SOUTH CAROLINA	67,993	80,269	84,223	16,230	3,954	23.87	4.93
SOUTH DAKOTA	12,524	12,898	13,245	721	347	5.76	2.69
TENNESSEE	91,643	115,272	119,077	27,434	3,805	29.94	3.30
TEXAS	285,775	428,674	443,341	157,566	14,667	55.14	3.42
UTAH	41,591	48,659	49,326	7,735	667	18.60	1.37
VERMONT	10,940	10,534	11,000	60	466	0.55	4.42
VIRGINIA	96,444	131,181	134,902	38,458	3,721	39.88	2.84
WASHINGTON	64,469	95,004	98,535	34,066	3,531	52.84	3.72
WEST VIRGINIA	42,783	42,198	43,482	699	1,284	1.63	3.04
WISCONSIN	67,054	96,482	100,027	32,973	3,545	49.17	3.67
WYOMING	9,384	11,343	11,508	2,124	165	22.63	1.45
AMERICAN SAMOA	220	327	394	174	67	79.09	20.49
GUAM	1,680	1,763	1,808	128	45	7.62	2.55
NORTHERN MARIANAS	631	272	330	-301	58	-47.70	21.32
PALAU	0	109	96	96	-13	100.00	-11.93
VIRGIN ISLANDS	1,326	1,271	1,833	507	[illegible]62	38.24	44.22
BUR. OF INDIAN AFFAIRS	5,667	7,882	8,348	2,681	466	47.31	5.91
U.S. AND OUTLYING AREAS	4,120,214	5,230,740	5,401,292	1,281,078	170,552	31.09	3.26
50 STATES, D.C. & P.R.	4,110,690	5,219,116	5,388,483	1,277,793	169,367	31.08	3.25

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER SERVED 1987-88	 1996-97	 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	 1996-97 1997-98
ALABAMA	29,713	38,444	39,379	9,666	935	32.53	2.43
ALASKA	6,809	9,701	9,586	2,777	-115	40.78	-1.19
ARIZONA	28,300	41,925	44,163	15,863	2,238	56.05	5.34
ARKANSAS	22,823	21,800	21,841	-982	41	-4.30	0.19
CALIFORNIA	225,883	319,969	329,881	103,998	9,912	46.04	3.10
COLORADO	23,281	33,586	33,764	10,483	178	45.03	0.53
CONNECTICUT	30,681	35,408	34,930	4,249	-478	13.85	-1.35
DELAWARE	7,224	8,901	9,191	1,967	290	27.23	3.26
DISTRICT OF COLUMBIA	3,116	3,602	4,210	1,094	608	35.11	16.88
FLORIDA	75,546	139,780	147,557	72,011	7,777	95.32	5.56
GEORGIA	25,482	40,425	42,225	16,743	1,800	65.71	4.45
HAWAII	6,483	7,886	8,292	1,809	406	27.90	5.15
IDAHO	10,122	13,056	13,566	3,444	510	34.02	3.91
ILLINOIS	101,775	120,335	126,222	24,447	5,887	24.02	4.89
INDIANA	36,545	53,238	55,129	18,584	1,891	50.85	3.55
IOWA	22,353	29,651	30,834	8,481	1,183	37.94	3.99
KANSAS	16,748	21,510	21,560	4,812	50	28.73	0.23
KENTUCKY	21,480	22,207	21,954	474	-253	2.21	-1.14
LOUISIANA	25,097	37,490	37,715	12,618	225	50.28	0.60
MAINE	10,449	12,943	13,100	2,651	157	25.37	1.21
MARYLAND	44,310	43,862	45,130	820	1,268	1.85	2.89
MASSACHUSETTS	48,232	88,379	90,785	42,553	2,406	88.23	2.72
MICHIGAN	65,099	83,639	86,543	21,444	2,904	32.94	3.47
MINNESOTA	35,695	38,745	39,456	3,761	711	10.54	1.84
MISSISSIPPI	25,935	30,678	29,399	3,464	-1,279	13.36	-4.17
MISSOURI	43,009	63,374	64,154	21,145	780	49.16	1.23
MONTANA	7,560	9,574	9,574	2,014	0	26.64	0.00
NEBRASKA	12,206	15,530	15,965	3,759	435	30.80	2.80
NEVADA	8,414	17,227	18,263	9,849	1,036	117.05	6.01
NEW HAMPSHIRE	9,566	12,500	12,530	2,964	30	30.98	0.24
NEW JERSEY	77,703	103,236	105,557	27,854	2,321	35.85	2.25
NEW MEXICO	13,563	26,637	27,368	13,805	731	101.78	2.74
NEW YORK	153,671	207,457	210,348	56,677	2,891	36.88	1.39
NORTH CAROLINA	43,466	58,761	61,465	17,999	2,704	41.41	4.60
NORTH DAKOTA	5,279	5,625	5,692	413	67	7.82	1.19
OHIO	74,270	79,222	79,852	5,582	630	7.52	0.80
OKLAHOMA	27,250	37,194	39,555	12,305	2,361	45.16	6.35
OREGON	24,541	31,241	32,446	7,905	1,205	32.21	3.86
PENNSYLVANIA	78,687	101,245	106,908	28,221	5,663	35.86	5.59
PUERTO RICO	9,372	18,534	21,567	12,195	3,033	130.12	16.36
RHODE ISLAND	12,183	14,532	14,843	2,660	311	21.83	2.14
SOUTH CAROLINA	25,965	34,965	37,011	11,046	2,046	42.54	5.85
SOUTH DAKOTA	5,517	6,413	6,747	1,230	334	22.29	5.21
TENNESSEE	43,471	57,004	58,481	15,010	1,477	34.53	2.59
TEXAS	160,792	257,767	265,049	104,257	7,282	64.84	2.83
UTAH	17,284	28,017	28,737	11,453	720	66.26	2.57
VERMONT	4,949	4,602	4,522	-427	-80	-8.63	-1.74
VIRGINIA	48,331	65,818	66,423	18,092	605	37.43	0.92
WASHINGTON	33,945	44,546	46,861	12,916	2,315	38.05	5.20
WEST VIRGINIA	19,546	19,124	19,613	67	489	0.34	2.56
WISCONSIN	23,016	44,468	46,651	23,635	2,183	102.69	4.91
WYOMING	5,090	5,766	5,903	813	137	15.97	2.38
AMERICAN SAMOA	0	244	303	303	59	100.00	24.18
GUAM	755	1,326	1,380	625	54	82.78	4.07
NORTHERN MARIANAS	108	165	202	94	37	87.04	22.42
PALAU	0	79	75	75	-4	100.00	-5.06
VIRGIN ISLANDS	276	469	739	463	270	167.75	57.57
BUR. OF INDIAN AFFAIRS	3,338	4,525	4,850	1,512	325	45.30	7.18
U.S. AND OUTLYING AREAS	1,942,304	2,674,347	2,756,046	813,742	81,699	41.90	3.05
50 STATES, D.C. & P.R.	1,937,827	2,667,539	2,748,497	810,670	80,958	41.83	3.03

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1996-97	NUMBER SERVED 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	CHANGE IN NUMBER SERVED 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1996-97 1997-98
ALABAMA	18,517	16,593	16,812	-1,705	219	-9.21	1.32
ALASKA	2,535	3,148	3,357	822	209	32.43	6.64
ARIZONA	10,343	13,051	13,634	3,291	583	31.82	4.47
ARKANSAS	6,745	7,935	8,332	1,587	397	23.53	5.00
CALIFORNIA	87,088	114,250	117,880	30,792	3,630	35.36	3.18
COLORADO	7,737	10,922	11,521	3,784	599	48.91	5.48
CONNECTICUT	9,685	11,550	12,201	2,516	651	25.98	5.64
DELAWARE	1,502	1,464	1,572	70	108	4.66	7.38
DISTRICT OF COLUMBIA	1,145	462	366	-779	-96	-68.03	-20.78
FLORIDA	53,818	72,355	72,270	18,452	-85	34.29	-0.12
GEORGIA	18,712	27,464	28,819	10,107	1,355	54.01	4.93
HAWAII	1,964	2,361	2,539	575	178	29.28	7.54
IDAHO	3,232	3,520	3,550	318	30	9.84	0.85
ILLINOIS	54,534	51,731	54,079	-455	2,348	-0.83	4.54
INDIANA	34,970	35,044	35,370	400	326	1.14	0.93
IOWA	9,639	7,762	6,998	-2,641	-764	-27.40	-9.84
KANSAS	10,417	10,747	11,128	711	381	6.83	3.55
KENTUCKY	22,392	18,545	18,515	-3,877	-30	-17.31	-0.16
LOUISIANA	18,330	16,512	16,751	-1,579	239	-8.61	1.45
MAINE	5,203	6,815	7,067	1,864	252	35.83	3.70
MARYLAND	23,594	25,730	26,619	3,025	889	12.82	3.46
MASSACHUSETTS	28,244	22,136	22,676	-5,568	540	-19.71	2.44
MICHIGAN	32,784	36,480	37,392	4,608	912	14.06	2.50
MINNESOTA	13,963	15,213	15,605	1,642	392	11.76	2.58
MISSISSIPPI	16,388	17,746	17,615	1,227	-131	7.49	-0.74
MISSOURI	25,575	23,999	24,620	-955	621	-3.73	2.59
MONTANA	3,399	3,441	3,396	-3	-45	-0.09	-1.31
NEBRASKA	7,308	9,021	9,181	1,873	160	25.63	1.77
NEVADA	2,636	4,576	4,688	2,052	112	77.85	2.45
NEW HAMPSHIRE	2,490	5,090	5,169	2,679	79	107.59	1.55
NEW JERSEY	49,983	47,314	47,457	-2,526	143	-5.05	0.30
NEW MEXICO	9,531	8,761	8,544	-987	-217	-10.36	-2.48
NEW YORK	23,975	48,644	51,271	27,296	2,627	113.85	5.40
NORTH CAROLINA	22,885	27,001	27,277	4,392	276	19.19	1.02
NORTH DAKOTA	3,421	3,184	3,212	-209	28	-6.11	0.88
OHIO	49,038	46,398	43,845	-5,193	-2,553	-10.59	-5.50
OKLAHOMA	15,946	14,038	14,109	-1,837	71	-11.52	0.51
OREGON	11,407	13,251	13,993	2,586	742	22.67	5.60
PENNSYLVANIA	52,248	38,497	38,590	-13,658	93	-26.14	0.24
PUERTO RICO	1,345	4,263	5,033	3,688	770	274.20	18.06
RHODE ISLAND	2,772	4,584	4,515	1,743	-69	62.88	-1.51
SOUTH CAROLINA	17,067	18,732	19,172	2,105	440	12.33	2.35
SOUTH DAKOTA	3,824	3,304	3,233	-591	-71	-15.46	-2.15
TENNESSEE	25,406	25,180	25,353	-53	173	-0.21	0.69
TEXAS	56,281	66,043	67,693	11,412	1,650	20.28	2.50
UTAH	8,169	8,517	8,480	311	-37	3.81	-0.43
VERMONT	3,015	1,796	1,769	-1,246	-27	-41.33	-1.50
VIRGINIA	23,199	25,095	24,595	1,396	-500	6.02	-1.99
WASHINGTON	11,823	15,724	16,374	4,551	650	38.49	4.13
WEST VIRGINIA	10,577	10,912	10,744	167	-168	1.58	-1.54
WISCONSIN	12,256	17,048	17,261	5,005	213	40.84	1.25
WYOMING	2,455	2,880	2,832	377	-48	15.36	-1.67
AMERICAN SAMOA	95	16	17	-78	1	-82.11	6.25
GUAM	144	164	150	6	-14	4.17	-8.54
NORTHERN MARIANAS	220	12	9	-211	-3	-95.91	-25.00
PALAU	0	6	4	4	-2	100.00	-33.33
VIRGIN ISLANDS	222	199	281	59	82	26.58	41.21
BUR. OF INDIAN AFFAIRS	1,375	1,503	1,646	271	143	19.71	9.51
U.S. AND OUTLYING AREAS	953,568	1,048,729	1,067,181	113,613	18,452	11.91	1.76
50 STATES, D.C. & P.R.	951,512	1,046,829	1,065,074	113,562	18,245	11.93	1.74

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

MENTAL RETARDATION

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1996-97	1997-98	1987-88 1997-98	1996-97 1997-98	1987-88 1997-98	1996-97 1997-98
ALABAMA	30,172	23,294	22,621	-7,551	-673	-25.03	-2.89
ALASKA	410	743	755	345	12	84.15	1.62
ARIZONA	5,030	6,390	6,480	1,450	90	28.83	1.41
ARKANSAS	11,739	12,174	12,224	485	50	4.13	0.41
CALIFORNIA	24,348	29,669	31,118	6,770	1,449	27.81	4.88
COLORADO	3,570	3,137	3,220	-350	83	-9.80	2.65
CONNECTICUT	3,905	3,964	4,101	196	137	5.02	3.46
DELAWARE	1,346	1,810	1,908	562	98	41.75	5.41
DISTRICT OF COLUMBIA	1,126	1,022	1,184	58	162	5.15	15.85
FLORIDA	23,932	35,825	36,935	13,003	1,110	54.33	3.10
GEORGIA	23,418	27,805	28,583	5,165	778	22.06	2.80
HAWAII	1,213	2,271	2,499	1,286	228	106.02	10.04
IDAHO	2,802	2,875	2,709	-93	-166	-3.32	-5.77
ILLINOIS	24,567	25,329	26,067	1,500	738	6.11	2.91
INDIANA	19,911	20,657	21,216	1,305	559	6.55	2.71
IOWA	10,654	13,264	14,095	3,441	831	32.30	6.27
KANSAS	5,781	5,618	5,697	-84	79	-1.45	1.41
KENTUCKY	18,373	18,039	18,120	-253	81	-1.38	0.45
LOUISIANA	10,571	12,884	12,927	2,356	43	22.29	0.33
MAINE	3,391	1,256	1,211	-2,180	-45	-64.29	-3.58
MARYLAND	5,906	6,148	6,301	395	153	6.69	2.49
MASSACHUSETTS	28,531	14,050	14,435	-14,096	385	-49.41	2.74
MICHIGAN	20,180	20,727	21,401	1,221	674	6.05	3.25
MINNESOTA	10,840	10,238	10,316	-524	78	-4.83	0.76
MISSISSIPPI	9,362	7,705	7,260	-2,102	-445	-22.45	-5.78
MISSOURI	14,678	11,559	11,747	-2,931	188	-19.97	1.63
MONTANA	2,124	2,544	2,165	41	-379	1.93	-14.90
NEBRASKA	4,293	5,703	5,944	1,651	241	38.46	4.23
NEVADA	1,219	1,830	1,872	653	42	53.57	2.30
NEW HAMPSHIRE	869	814	863	-6	49	-0.69	6.02
NEW JERSEY	6,704	4,709	4,631	-2,073	-78	-30.92	-1.66
NEW MEXICO	2,093	2,076	2,142	49	66	2.34	3.18
NEW YORK	25,596	18,292	18,133	-7,463	-159	-29.16	-0.87
NORTH CAROLINA	21,593	26,843	27,466	5,873	623	27.20	2.32
NORTH DAKOTA	1,524	1,267	1,250	-274	-17	-17.98	-1.34
OHIO	48,852	49,141	49,767	915	626	1.87	1.27
OKLAHOMA	11,223	9,843	9,598	-1,625	-245	-14.48	-2.49
OREGON	3,614	3,735	3,956	342	221	9.46	5.92
PENNSYLVANIA	35,684	27,485	27,496	-8,188	11	-22.95	0.04
PUERTO RICO	17,795	13,458	13,467	-4,328	9	-24.32	0.07
RHODE ISLAND	1,028	1,091	1,132	104	41	10.12	3.76
SOUTH CAROLINA	16,157	16,753	17,429	1,272	676	7.87	4.04
SOUTH DAKOTA	1,567	1,488	1,479	-88	-9	-5.62	-0.60
TENNESSEE	14,380	15,575	16,099	1,719	524	11.95	3.36
TEXAS	25,430	24,452	24,688	-742	236	-2.92	0.97
UTAH	3,306	3,417	3,411	105	-6	3.18	-0.18
VERMONT	1,706	1,352	1,328	-378	-24	-22.16	-1.78
VIRGINIA	13,114	14,436	14,414	1,300	-22	9.91	-0.15
WASHINGTON	7,541	7,749	7,587	46	-162	0.61	-2.09
WEST VIRGINIA	9,055	8,039	8,565	-490	526	-5.41	6.54
WISCONSIN	5,146	12,746	12,917	7,771	171	151.01	1.34
WYOMING	652	672	674	22	2	3.37	0.30
AMERICAN SAMOA	101	34	35	-66	1	-65.35	2.94
GUAM	580	119	102	-478	-17	-82.41	-14.29
NORTHERN MARIANAS	88	28	39	-49	11	-55.68	39.29
PALAU	3	5	6	3	1	100.00	20.00
VIRGIN ISLANDS	658	449	589	-69	140	-10.49	31.18
BUR. OF INDIAN AFFAIRS	415	543	526	111	-17	26.75	-3.13
U.S. AND OUTLYING AREAS	596,770	591,996	601,408	4,638	9,412	0.78	1.59
50 STATES, D.C. & P.R.	596,928	592,418	602,111	5,183	9,693	0.87	1.64

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

BEST COPY AVAILABLE

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

EMOTIONAL DISTURBANCE

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1996-97	NUMBER SERVED 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	CHANGE IN NUMBER SERVED 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1996-97 1997-98
ALABAMA	6,180	5,510	5,618	-562	108	-9.09	1.96
ALASKA	482	834	827	345	-7	71.58	-0.84
ARIZONA	3,521	4,776	5,071	1,550	295	44.02	6.18
ARKANSAS	415	425	400	-15	-25	-3.61	-5.88
CALIFORNIA	10,891	18,614	19,840	8,949	1,226	82.17	6.59
COLORADO	8,920	8,617	8,497	-423	-120	-4.74	-1.39
CONNECTICUT	12,219	10,037	8,752	-3,467	-1,285	-28.37	-12.80
DELAWARE	2,254	726	718	-1,536	-8	-68.15	-1.10
DISTRICT OF COLUMBIA	781	861	1,079	298	218	38.16	25.32
FLORIDA	20,883	34,788	35,608	14,725	820	70.51	2.36
GEORGIA	16,652	21,992	22,340	5,688	348	34.16	1.58
HAWAII	655	1,629	2,048	1,393	419	212.67	25.72
IDAHO	517	598	627	110	29	21.28	4.85
ILLINOIS	26,178	28,409	29,722	3,544	1,313	13.54	4.62
INDIANA	4,224	9,155	9,857	5,633	702	133.36	7.67
IOWA	6,205	8,348	8,873	2,668	525	43.00	6.29
KANSAS	4,257	4,909	4,766	509	-143	11.96	-2.91
KENTUCKY	2,871	5,195	5,285	2,414	90	84.08	1.73
LOUISIANA	3,794	5,924	5,914	2,120	-10	55.88	-0.17
MAINE	4,164	4,414	4,258	94	-156	2.26	-3.53
MARYLAND	3,979	7,111	7,668	3,689	557	92.71	7.83
MASSACHUSETTS	18,625	12,389	12,733	-5,892	344	-31.63	2.78
MICHIGAN	20,710	17,232	17,562	-3,148	330	-15.20	1.92
MINNESOTA	10,306	17,309	17,568	7,262	259	70.46	1.50
MISSISSIPPI	247	315	375	128	60	51.82	19.05
MISSOURI	7,892	9,615	9,540	1,648	-75	20.88	-0.78
MONTANA	610	1,130	1,105	495	-25	81.15	-2.21
NEBRASKA	2,365	2,855	2,873	508	18	21.48	0.63
NEVADA	896	1,401	1,549	653	148	72.88	10.56
NEW HAMPSHIRE	1,531	2,171	2,148	617	-23	40.30	-1.06
NEW JERSEY	14,200	13,059	12,499	-1,701	-560	-11.98	-4.29
NEW MEXICO	3,014	3,427	3,454	440	27	14.60	0.79
NEW YORK	44,637	45,317	45,149	512	-168	1.15	-0.37
NORTH CAROLINA	8,354	9,630	9,710	1,356	80	16.23	0.83
NORTH DAKOTA	457	774	808	351	34	76.81	4.39
OHIO	7,454	11,819	12,950	5,496	1,131	73.73	9.57
OKLAHOMA	1,334	2,893	3,278	1,944	385	145.73	13.31
OREGON	2,543	3,586	3,880	1,337	294	52.58	8.20
PENNSYLVANIA	17,534	18,216	18,702	1,168	486	6.66	2.67
PUERTO RICO	1,092	890	818	-274	-72	-25.09	-8.09
RHODE ISLAND	1,367	2,055	2,222	855	167	62.55	8.13
SOUTH CAROLINA	6,220	5,378	5,701	-519	323	-8.34	6.01
SOUTH DAKOTA	585	517	517	-68	0	-11.62	0.00
TENNESSEE	2,297	3,336	3,457	1,160	121	50.50	3.63
TEXAS	22,655	34,869	35,480	12,825	611	56.61	1.75
UTAH	10,134	4,726	4,470	-5,664	-256	-55.89	-5.42
VERMONT	655	1,633	1,710	1,055	77	161.07	4.72
VIRGINIA	7,536	11,861	12,206	4,670	345	61.97	2.91
WASHINGTON	4,084	5,299	5,126	1,042	-173	25.51	-3.26
WEST VIRGINIA	2,466	2,045	2,082	-384	37	-15.57	1.81
WISCONSIN	9,706	15,990	16,006	6,300	16	64.91	0.10
WYOMING	500	943	917	417	-26	83.40	-2.76
AMERICAN SAMOA	0	1	3	3	2	100.00	200.00
GUAM	42	9	11	-31	2	-73.81	22.22
NORTHERN MARIANAS	2	3	6	4	3	200.00	100.00
PALAU	0	2	2	2	0	100.00	0.00
VIRGIN ISLANDS	76	40	54	-22	14	-28.95	35.00
BUR. OF INDIAN AFFAIRS	212	736	755	543	19	256.13	2.58
U.S. AND OUTLYING AREAS	372,380	446,343	455,194	82,814	8,851	22.24	1.98
50 STATES, D.C. & P.R.	372,048	445,552	454,363	82,315	8,811	22.12	1.98

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

MULTIPLE DISABILITIES

STATE	NUMBER SERVED 1987-88	 1996-97	 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	 1996-97 1997-98
ALABAMA	999	1,336	1,355	356	19	35.64	1.42
ALASKA	291	459	484	193	25	66.32	5.45
ARIZONA	1,193	1,299	1,344	151	45	12.66	3.46
ARKANSAS	522	911	1,026	504	115	96.55	12.62
CALIFORNIA	5,184	5,006	5,261	77	255	1.49	5.09
COLORADO	2,801	2,785	2,847	46	62	1.64	2.23
CONNECTICUT	802	1,942	1,972	1,170	30	145.89	1.54
DELAWARE	69	0	0	-69	0	-100.00	0.00
DISTRICT OF COLUMBIA	164	20	70	-94	50	-57.32	250.00
FLORIDA	0	0	0	0	0	0.00	0.00
GEORGIA	0	0	0	0	0	0.00	0.00
HAWAII	201	240	244	43	4	21.39	1.67
IDAHO	204	435	448	244	13	119.61	2.99
ILLINOIS	1,893	0	0	-1,893	0	-100.00	0.00
INDIANA	932	830	941	9	111	0.97	13.37
IOWA	602	503	460	-142	-43	-23.59	-8.55
KANSAS	545	1,685	1,668	1,123	-17	206.06	-1.01
KENTUCKY	1,041	1,602	1,728	687	126	65.99	7.87
LOUISIANA	839	971	978	139	7	16.57	0.72
MAINE	1,013	1,974	2,224	1,211	250	119.55	12.66
MARYLAND	2,816	4,948	5,605	2,789	657	99.04	13.28
MASSACHUSETTS	2,800	2,624	2,701	-99	77	-3.54	2.93
MICHIGAN	1,536	2,451	2,515	979	64	63.74	2.61
MINNESOTA	3	0	0	-3	0	-100.00	0.00
MISSISSIPPI	249	409	421	172	12	69.08	2.93
MISSOURI	433	731	762	329	31	75.98	4.24
MONTANA	247	151	536	289	385	117.00	254.97
NEBRASKA	386	406	406	20	0	5.18	0.00
NEVADA	314	443	509	195	66	62.10	14.90
NEW HAMPSHIRE	256	350	356	100	6	39.06	1.71
NEW JERSEY	5,757	13,165	14,651	8,894	1,486	154.49	11.29
NEW MEXICO	633	964	960	327	-4	51.66	-0.41
NEW YORK	8,931	17,509	18,827	9,896	1,318	110.81	7.53
NORTH CAROLINA	1,307	1,527	1,587	280	60	21.42	3.93
NORTH DAKOTA	0	0	0	0	0	0.00	0.00
OHIO	4,046	11,847	12,602	8,556	755	211.47	6.37
OKLAHOMA	1,252	1,459	1,522	270	63	21.57	4.32
OREGON	0	0	0	0	0	0.00	0.00
PENNSYLVANIA	0	1,317	1,484	1,484	167	100.00	12.68
PUERTO RICO	1,924	1,240	1,225	-699	-15	-36.33	-1.21
RHODE ISLAND	58	221	239	181	18	312.07	8.14
SOUTH CAROLINA	402	390	281	-121	-109	-30.10	-27.95
SOUTH DAKOTA	390	525	542	152	17	38.97	3.24
TENNESSEE	1,351	1,827	1,740	389	-87	28.79	-4.76
TEXAS	3,557	3,592	4,281	724	689	20.35	19.18
UTAH	1,306	1,390	1,372	66	-18	5.05	-1.29
VERMONT	147	82	75	-72	-7	-48.98	-8.54
VIRGINIA	1,393	4,323	5,484	4,091	1,161	293.68	26.86
WASHINGTON	1,800	3,081	3,025	1,225	-56	68.06	-1.82
WEST VIRGINIA	1	0	0	-1	0	-100.00	0.00
WISCONSIN	15,929	0	0	-15,929	0	-100.00	0.00
WYOMING	69	0	0	-69	0	-100.00	0.00
AMERICAN SAMOA	5	18	18	13	0	260.00	0.00
GUAM	86	50	61	-25	11	-29.07	22.00
NORTHERN MARIANAS	76	33	38	-38	5	-50.00	15.15
PALAU	0	4	3	3	-1	100.00	-25.00
VIRGIN ISLANDS	35	27	31	-4	4	-11.43	14.81
BUR. OF INDIAN AFFAIRS	233	392	325	92	-67	39.48	-17.09
U.S. AND OUTLYING AREAS	79,023	99,494	107,234	28,211	7,740	35.70	7.78
50 STATES, D.C. & P.R.	78,588	98,970	106,758	28,170	7,788	35.85	7.87

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

HEARING IMPAIRMENTS

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1987-88	1996-97	1997-98	1987-88 1997-98	1996-97 1997-98	1987-88 1997-98	1996-97 1997-98
ALABAMA	952	945	936	-16	-9	-1.68	-0.95
ALASKA	147	222	239	92	17	62.59	7.66
ARIZONA	904	1,338	1,335	431	-3	47.68	-0.22
ARKANSAS	523	565	579	56	14	10.71	2.48
CALIFORNIA	6,679	8,866	9,050	2,371	184	35.50	2.08
COLORADO	741	1,025	1,074	333	49	44.94	4.78
CONNECTICUT	650	813	769	119	-44	18.31	-5.41
DELAWARE	209	118	224	15	106	7.18	89.83
DISTRICT OF COLUMBIA	48	28	24	-24	-4	-50.00	-14.29
FLORIDA	1,563	2,669	2,805	1,242	136	79.46	5.10
GEORGIA	1,254	1,332	1,353	99	21	7.89	1.58
HAWAII	213	321	246	33	-75	15.49	-23.36
IDAHO	331	298	304	-27	6	-8.16	2.01
ILLINOIS	3,013	3,076	3,144	131	68	4.35	2.21
INDIANA	1,115	1,502	1,557	442	55	39.64	3.66
IOWA	717	752	696	-21	-56	-2.93	-7.45
KANSAS	583	599	592	9	-7	1.54	-1.17
KENTUCKY	802	763	743	-59	-20	-7.36	-2.62
LOUISIANA	1,285	1,433	1,429	144	-4	11.21	-0.28
MAINE	316	284	273	-43	-11	-13.61	-3.87
MARYLAND	1,179	1,193	1,240	61	47	5.17	3.94
MASSACHUSETTS	1,670	1,362	1,396	-274	34	-16.41	2.50
MICHIGAN	2,390	2,750	2,811	421	61	17.62	2.22
MINNESOTA	1,268	1,669	1,736	468	67	36.91	4.01
MISSISSIPPI	494	580	581	87	1	17.61	0.17
MISSOURI	822	1,166	1,151	329	-15	40.02	-1.29
MONTANA	190	225	205	15	-20	7.89	-8.89
NEBRASKA	416	580	583	167	3	40.14	0.52
NEVADA	134	301	333	199	32	148.51	10.63
NEW HAMPSHIRE	219	272	275	56	3	25.57	1.10
NEW JERSEY	1,301	1,328	1,353	52	25	4.00	1.88
NEW MEXICO	409	498	462	53	-36	12.96	-7.23
NEW YORK	3,775	5,408	5,502	1,727	94	45.75	1.74
NORTH CAROLINA	1,744	2,026	2,026	282	0	16.17	0.00
NORTH DAKOTA	144	94	92	-52	-2	-36.11	-2.13
OHIO	2,117	2,351	2,335	218	-16	10.30	-0.68
OKLAHOMA	685	728	767	82	39	11.97	5.36
OREGON	937	985	1,009	72	24	7.68	2.44
PENNSYLVANIA	2,969	2,764	2,762	-207	-2	-6.97	-0.07
PUERTO RICO	1,143	839	879	-264	40	-23.10	4.77
RHODE ISLAND	170	196	204	34	8	20.00	4.08
SOUTH CAROLINA	939	993	999	60	6	6.39	0.60
SOUTH DAKOTA	311	137	130	-181	-7	-58.20	-5.11
TENNESSEE	1,316	1,314	1,386	70	72	5.32	5.48
TEXAS	3,945	5,628	5,700	1,755	72	44.49	1.28
UTAH	590	807	880	290	73	49.15	9.05
VERMONT	189	161	152	-37	-9	-19.58	-5.59
VIRGINIA	1,105	1,277	1,321	216	44	19.55	3.45
WASHINGTON	1,322	2,152	1,950	628	-202	47.50	-9.39
WEST VIRGINIA	403	384	392	-11	8	-2.73	2.08
WISCONSIN	193	1,317	1,375	1,182	58	612.44	4.40
WYOMING	208	171	178	-30	7	-14.42	4.09
AMERICAN SAMOA	13	8	8	-5	0	-38.46	0.00
GUAM	23	31	32	9	1	39.13	3.23
NORTHERN MARIANAS	29	8	12	-17	4	-58.62	50.00
PALAU	0	4	1	1	-3	100.00	-75.00
VIRGIN ISLANDS	27	23	21	-6	-2	-22.22	-8.70
BUR. OF INDIAN AFFAIRS	38	51	61	23	10	60.53	19.61
U.S. AND OUTLYING AREAS	56,872	68,730	69,672	12,800	942	22.51	1.37
50 STATES, D.C. & P.R.	56,742	68,605	69,537	12,795	932	22.55	1.36

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Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1996-97	NUMBER SERVED 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	CHANGE IN NUMBER SERVED 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1996-97 1997-98
ALABAMA	481	546	612	131	66	27.23	12.09
ALASKA	111	69	66	-45	-3	-40.54	-4.35
ARIZONA	509	935	1,004	495	69	97.25	7.38
ARKANSAS	141	161	172	31	11	21.99	6.83
CALIFORNIA	6,273	10,673	10,595	4,322	-78	68.90	-0.73
COLORADO	740	3,432	4,034	3,294	602	445.14	17.54
CONNECTICUT	234	250	235	1	-15	0.43	-6.00
DELAWARE	228	569	654	426	85	186.84	14.94
DISTRICT OF COLUMBIA	71	122	149	78	27	109.86	22.13
FLORIDA	1,932	4,863	4,621	2,689	-242	139.18	-4.98
GEORGIA	695	792	868	173	76	24.89	9.60
HAWAII	299	137	143	-156	6	-52.17	4.38
IDAHO	329	135	127	-202	-8	-61.40	-5.93
ILLINOIS	3,247	2,594	2,640	-607	46	-18.69	1.77
INDIANA	604	1,057	1,183	579	126	95.86	11.92
IOWA	927	1,123	1,025	98	-98	10.57	-8.73
KANSAS	387	432	455	68	23	17.57	5.32
KENTUCKY	421	445	459	38	14	9.03	3.15
LOUISIANA	833	1,314	1,336	503	22	60.38	1.67
MAINE	324	91	83	-241	-8	-74.38	-8.79
MARYLAND	558	546	496	-62	-50	-11.11	-9.16
MASSACHUSETTS	1,125	874	897	-228	23	-20.27	2.63
MICHIGAN	3,491	8,966	10,002	6,511	1,036	186.51	11.55
MINNESOTA	1,094	1,396	1,435	341	39	31.17	2.79
MISSISSIPPI	632	1,281	1,380	748	99	118.35	7.73
MISSOURI	776	754	750	-26	-4	-3.35	-0.53
MONTANA	124	69	84	-40	15	-32.26	21.74
NEBRASKA	642	498	490	-152	-8	-23.68	-1.61
NEVADA	119	239	272	153	33	128.57	13.81
NEW HAMPSHIRE	135	166	171	36	5	26.67	3.01
NEW JERSEY	674	581	597	-77	16	-11.42	2.75
NEW MEXICO	460	437	436	-24	-1	-5.22	-0.23
NEW YORK	1,968	2,892	2,831	863	-61	43.85	-2.11
NORTH CAROLINA	864	976	954	90	-22	10.42	-2.25
NORTH DAKOTA	96	130	139	43	9	44.79	6.92
OHIO	3,607	2,296	2,318	-1,289	22	-35.74	0.96
OKLAHOMA	271	368	429	158	61	58.30	16.58
OREGON	1,079	795	786	-293	-9	-27.15	-1.13
PENNSYLVANIA	1,568	1,321	1,330	-238	9	-15.18	0.68
PUERTO RICO	552	555	492	-60	-63	-10.87	-11.35
RHODE ISLAND	158	144	139	-19	-5	-12.03	-3.47
SOUTH CAROLINA	704	735	752	48	17	6.82	2.31
SOUTH DAKOTA	169	100	93	-76	-7	-44.97	-7.00
TENNESSEE	885	1,110	1,163	278	53	31.41	4.77
TEXAS	3,494	5,522	4,713	1,219	-809	34.89	-14.65
UTAH	239	169	187	-52	18	-21.76	10.65
VERMONT	103	77	75	-28	-2	-27.18	-2.60
VIRGINIA	620	801	798	178	-3	28.71	-0.37
WASHINGTON	888	970	915	27	-55	3.04	-5.67
WEST VIRGINIA	396	216	204	-192	-12	-48.48	-5.56
WISCONSIN	416	1,440	1,496	1,080	56	259.62	3.89
WYOMING	144	137	137	-7	0	-4.86	0.00
AMERICAN SAMOA	1	0	0	-1	0	-100.00	0.00
GUAM	24	13	9	-15	-4	-62.50	-30.77
NORTHERN MARIANAS	79	12	11	-68	-1	-86.08	-8.33
PALAU	0	3	3	3	0	100.00	0.00
VIRGIN ISLANDS	4	4	34	30	30	750.00	750.00
BUR. OF INDIAN AFFAIRS	21	13	23	2	10	9.52	76.92
U.S. AND OUTLYING AREAS	46,966	66,346	67,502	20,536	1,156	43.73	1.74
50 STATES, D.C. & P.R.	46,837	66,301	67,422	20,585	1,121	43.95	1.69

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1996-97	1997-98	1987-88 1997-98	1996-97 1997-98	1987-88 1997-98	1996-97 1997-98
ALABAMA	662	1,880	2,338	1,676	458	253.17	24.36
ALASKA	116	382	468	352	86	303.45	22.51
ARIZONA	355	773	964	609	191	171.55	24.71
ARKANSAS	194	2,982	3,595	3,401	613	1,753.09	20.56
CALIFORNIA	11,961	12,771	13,739	1,778	968	14.86	7.58
COLORADO	0	0	0	0	0	0.00	0.00
CONNECTICUT	326	4,224	5,321	4,995	1,097	1,532.21	25.97
DELAWARE	119	0	0	-119	0	-100.00	0.00
DISTRICT OF COLUMBIA	89	113	100	11	-13	12.36	-11.50
FLORIDA	2,289	2,560	3,959	1,670	1,399	72.96	54.65
GEORGIA	258	5,556	7,326	7,068	1,770	2,739.53	31.86
HAWAII	87	448	572	485	124	557.47	27.68
IDAHO	472	684	805	333	121	70.55	17.69
ILLINOIS	1,709	4,099	4,733	3,024	634	176.95	15.47
INDIANA	90	1,524	1,840	1,750	316	1,944.44	20.73
IOWA	2	27	43	41	16	2,050.00	59.26
KANSAS	171	2,850	3,573	3,402	723	1,989.47	25.37
KENTUCKY	278	2,336	3,404	3,126	1,068	1,124.46	45.72
LOUISIANA	1,162	5,331	6,114	4,952	783	426.16	14.69
MAINE	329	1,232	1,438	1,109	206	337.08	16.72
MARYLAND	758	3,831	4,645	3,887	814	512.80	21.25
MASSACHUSETTS	1,609	1,162	1,194	-415	32	-25.79	2.75
MICHIGAN	157	0	0	-157	0	-100.00	0.00
MINNESOTA	403	4,271	5,095	4,692	824	1,164.27	19.29
MISSISSIPPI	0	0	0	0	0	0.00	0.00
MISSOURI	266	3,236	4,192	3,926	956	1,475.94	29.54
MONTANA	156	662	705	549	43	351.92	6.50
NEBRASKA	0	1,456	1,674	1,674	218	100.00	14.97
NEVADA	98	621	793	695	172	709.18	27.70
NEW HAMPSHIRE	279	2,387	2,717	2,438	330	873.84	13.82
NEW JERSEY	482	707	727	245	20	50.83	2.83
NEW MEXICO	85	1,155	1,351	1,266	196	1,489.41	16.97
NEW YORK	3,270	13,565	16,204	12,934	2,639	395.54	19.45
NORTH CAROLINA	1,809	7,887	9,460	7,651	1,573	422.94	19.94
NORTH DAKOTA	74	312	349	275	37	371.62	11.86
OHIO	0	3,091	3,481	3,481	390	100.00	12.62
OKLAHOMA	141	1,104	1,555	1,414	451	1,002.84	40.85
OREGON	868	2,525	3,029	2,161	504	248.96	19.96
PENNSYLVANIA	0	602	830	830	228	100.00	37.87
PUERTO RICO	774	885	1,056	282	171	36.43	19.32
RHODE ISLAND	181	1,107	1,430	1,249	323	690.06	29.18
SOUTH CAROLINA	137	1,582	2,023	1,886	441	1,376.64	27.88
SOUTH DAKOTA	83	219	274	191	55	230.12	25.11
TENNESSEE	1,740	8,339	8,951	7,211	612	414.43	7.34
TEXAS	7,806	25,108	29,250	21,444	4,142	274.71	16.50
UTAH	303	720	801	498	81	164.36	11.25
VERMONT	126	693	811	685	118	543.65	17.03
VIRGINIA	486	5,904	7,713	7,227	1,809	1,487.04	30.64
WASHINGTON	2,780	14,496	15,431	12,651	935	455.07	6.45
WEST VIRGINIA	88	1,011	1,353	1,265	342	1,437.50	33.83
WISCONSIN	168	2,146	2,834	2,666	688	1,586.90	32.06
WYOMING	217	599	675	458	76	211.06	12.69
AMERICAN SAMOA	1	2	2	1	0	100.00	0.00
GUAM	9	32	45	36	13	400.00	40.63
NORTHERN MARIANAS	9	7	3	-6	-4	-66.67	-57.14
PALAU	0	1	0	0	-1	0.00	-100.00
VIRGIN ISLANDS	7	37	39	32	2	457.14	5.41
BUR. OF INDIAN AFFAIRS	17	82	129	112	47	658.82	57.32
U.S. AND OUTLYING AREAS	46,056	161,316	191,153	145,097	29,837	315.04	18.50
50 STATES, D.C. & P.R.	46,013	161,155	190,935	144,922	29,780	314.96	18.48

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

VISUAL IMPAIRMENTS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1996-97	NUMBER SERVED 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	CHANGE IN NUMBER SERVED 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1996-97 1997-98
ALABAMA	431	403	411	-20	8	-4.64	1.99
ALASKA	26	50	49	23	-1	88.46	-2.00
ARIZONA	344	555	511	167	-44	48.55	-7.93
ARKANSAS	186	197	213	27	16	14.52	8.12
CALIFORNIA	2,334	3,623	3,795	1,461	172	62.60	4.75
COLORADO	284	312	304	20	-8	7.04	-2.56
CONNECTICUT	428	444	421	-7	-23	-1.64	-5.18
DELAWARE	63	60	60	-3	0	-4.76	0.00
DISTRICT OF COLUMBIA	18	27	18	0	-9	0.00	-33.33
FLORIDA	736	1,019	1,040	304	21	41.30	2.06
GEORGIA	450	540	555	105	15	23.33	2.78
HAWAII	72	65	61	-11	-4	-15.28	-6.15
IDAHO	70	92	106	36	14	51.43	15.22
ILLINOIS	1,224	1,082	1,100	-124	18	-10.13	1.66
INDIANA	565	735	750	185	15	32.74	2.04
IOWA	184	170	163	-21	-7	-11.41	-4.12
KANSAS	221	236	223	2	-13	0.90	-5.51
KENTUCKY	470	433	431	-39	-2	-8.30	-0.46
LOUISIANA	432	465	468	36	3	8.33	0.65
MAINE	102	88	97	-5	9	-4.90	10.23
MARYLAND	530	493	489	-41	-4	-7.74	-0.81
MASSACHUSETTS	830	608	621	-209	13	-25.18	2.14
MICHIGAN	761	851	839	78	-12	10.25	-1.41
MINNESOTA	294	378	374	80	-4	27.21	-1.06
MISSISSIPPI	172	222	218	46	-4	26.74	-1.80
MISSOURI	278	443	425	147	-18	52.88	-4.06
MONTANA	126	82	57	-69	-25	-54.76	-30.49
NEBRASKA	159	227	229	70	2	44.03	0.88
NEVADA	67	93	110	43	17	64.18	18.28
NEW HAMPSHIRE	98	127	130	32	3	32.65	2.36
NEW JERSEY	489	325	304	-185	-21	-37.83	-6.46
NEW MEXICO	136	182	179	43	-3	31.62	-1.65
NEW YORK	1,346	1,546	1,675	329	129	24.44	8.34
NORTH CAROLINA	581	593	638	57	45	9.81	7.59
NORTH DAKOTA	55	56	53	-2	-3	-3.64	-5.36
OHIO	943	1,017	1,004	61	-13	6.47	-1.28
OKLAHOMA	245	310	317	72	7	29.39	2.26
OREGON	335	389	374	39	-15	11.64	-3.86
PENNSYLVANIA	1,328	1,283	1,281	-47	-2	-3.54	-0.16
PUERTO RICO	663	509	504	-159	-5	-23.98	-0.98
RHODE ISLAND	65	64	68	3	4	4.62	6.25
SOUTH CAROLINA	395	367	356	-39	-11	-9.87	-3.00
SOUTH DAKOTA	53	59	66	13	7	24.53	11.86
TENNESSEE	776	850	844	68	-6	8.76	-0.71
TEXAS	1,748	2,200	2,258	510	58	29.18	2.64
UTAH	233	380	367	134	-13	57.51	-3.42
VERMONT	39	39	38	-1	-1	-2.56	-2.56
VIRGINIA	635	454	455	-180	1	-28.35	0.22
WASHINGTON	256	323	326	70	3	27.34	0.93
WEST VIRGINIA	234	190	198	-36	8	-15.38	4.21
WISCONSIN	213	398	389	176	-9	82.63	-2.26
WYOMING	46	51	53	7	2	15.22	3.92
AMERICAN SAMOA	2	3	5	3	2	150.00	66.67
GUAM	11	12	10	-1	-2	-9.09	-16.67
NORTHERN MARIANAS	6	1	4	-2	3	-33.33	300.00
PALAU	0	3	1	1	-2	100.00	-66.67
VIRGIN ISLANDS	15	7	26	11	19	73.33	271.43
BUR. OF INDIAN AFFAIRS	18	8	9	-9	1	-50.00	12.50
U.S. AND OUTLYING AREAS	22,821	25,739	26,070	3,249	331	14.24	1.29
50 STATES, D.C. & P.R.	22,769	25,705	26,015	3,246	310	14.26	1.21

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

AUTISM

STATE	NUMBER SERVED 1987-88	 1996-97	 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	 1996-97 1997-98
ALABAMA	0	352	444	444	92	100.00	26.14
ALASKA	0	70	100	100	30	100.00	42.86
ARIZONA	0	435	564	564	129	100.00	29.66
ARKANSAS	0	287	338	338	51	100.00	17.77
CALIFORNIA	0	3,913	5,095	5,095	1,182	100.00	30.21
COLORADO	0	134	187	187	53	100.00	39.55
CONNECTICUT	0	514	684	684	170	100.00	33.07
DELAWARE	0	160	183	183	23	100.00	14.38
DISTRICT OF COLUMBIA	0	62	67	67	5	100.00	8.06
FLORIDA	0	1,682	2,066	2,066	384	100.00	22.83
GEORGIA	0	674	997	997	323	100.00	47.92
HAWAII	0	101	133	133	32	100.00	31.68
IDAHO	0	141	167	167	26	100.00	18.44
ILLINOIS	0	1,398	1,844	1,844	446	100.00	31.90
INDIANA	0	1,098	1,337	1,337	239	100.00	21.77
IOWA	0	386	452	452	66	100.00	17.10
KANSAS	0	232	242	242	10	100.00	4.31
KENTUCKY	0	309	426	426	117	100.00	37.86
LOUISIANA	0	711	796	796	85	100.00	11.95
MAINE	0	168	231	231	63	100.00	37.50
MARYLAND	0	711	944	944	233	100.00	32.77
MASSACHUSETTS	0	568	581	581	13	100.00	2.29
MICHIGAN	0	2,049	2,383	2,383	334	100.00	16.30
MINNESOTA	0	870	1,112	1,112	242	100.00	27.82
MISSISSIPPI	0	218	253	253	35	100.00	16.06
MISSOURI	0	693	862	862	169	100.00	24.39
MONTANA	0	90	101	101	11	100.00	12.22
NEBRASKA	0	140	188	188	48	100.00	34.29
NEVADA	0	115	146	146	31	100.00	26.96
NEW HAMPSHIRE	0	99	149	149	50	100.00	50.51
NEW JERSEY	0	1,100	1,382	1,382	282	100.00	25.64
NEW MEXICO	0	124	148	148	24	100.00	19.35
NEW YORK	0	2,969	3,466	3,466	497	100.00	16.74
NORTH CAROLINA	0	1,464	1,708	1,708	244	100.00	16.67
NORTH DAKOTA	0	52	72	72	20	100.00	38.46
OHIO	0	292	507	507	215	100.00	73.63
OKLAHOMA	0	266	364	364	98	100.00	36.84
OREGON	0	1,351	1,595	1,595	244	100.00	18.06
PENNSYLVANIA	0	1,460	1,719	1,719	259	100.00	17.74
PUERTO RICO	0	357	367	367	10	100.00	2.80
RHODE ISLAND	0	105	134	134	29	100.00	27.62
SOUTH CAROLINA	0	314	422	422	108	100.00	34.39
SOUTH DAKOTA	0	81	107	107	26	100.00	32.10
TENNESSEE	0	507	611	611	104	100.00	20.51
TEXAS	0	2,933	3,506	3,506	573	100.00	19.54
UTAH	0	222	270	270	48	100.00	21.62
VERMONT	0	66	92	92	26	100.00	39.39
VIRGINIA	0	1,001	1,188	1,188	187	100.00	18.68
WASHINGTON	0	445	689	689	244	100.00	54.83
WEST VIRGINIA	0	151	185	185	34	100.00	22.52
WISCONSIN	0	669	831	831	162	100.00	24.22
WYOMING	0	45	52	52	7	100.00	15.56
AMERICAN SAMOA	0	0	2	2	2	100.00	100.00
GUAM	0	3	4	4	1	100.00	33.33
NORTHERN MARIANAS	0	1	2	2	1	100.00	100.00
PALAU	0	0	0	0	0	0.00	0.00
VIRGIN ISLANDS	0	6	5	5	-1	100.00	-16.67
BUR. OF INDIAN AFFAIRS	0	9	11	11	2	100.00	22.22
U.S. AND OUTLYING AREAS	0	34,373	42,511	42,511	8,138	100.00	23.68
50 STATES, D.C. & P.R.	0	34,354	42,487	42,487	8,133	100.00	23.67

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

DEAF-BLINDNESS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1996-97	NUMBER SERVED 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	CHANGE IN NUMBER SERVED 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1996-97 1997-98
ALABAMA	29	9	16	-13	7	-44.83	77.78
ALASKA	0	5	7	7	2	100.00	40.00
ARIZONA	0	83	105	105	22	100.00	26.51
ARKANSAS	5	18	17	12	-1	240.00	-5.56
CALIFORNIA	155	143	142	-13	-1	-8.39	-0.70
COLORADO	79	74	81	2	7	2.53	9.46
CONNECTICUT	27	52	61	34	9	125.93	17.31
DELAWARE	28	33	45	17	12	60.71	36.36
DISTRICT OF COLUMBIA	13	4	11	-2	7	-15.38	175.00
FLORIDA	32	32	32	0	0	0.00	0.00
GEORGIA	35	15	11	-24	-4	-68.57	-26.67
HAWAII	8	2	100	92	98	1,150.00	4,900.00
IDAHO	0	9	13	13	4	100.00	44.44
ILLINOIS	54	54	56	2	2	3.70	3.70
INDIANA	37	58	41	4	-17	10.81	-29.31
IOWA	40	0	1	-39	1	-97.50	100.00
KANSAS	47	10	12	-35	2	-74.47	20.00
KENTUCKY	24	10	14	-10	4	-41.67	40.00
LOUISIANA	12	13	11	-1	-2	-8.33	-15.38
MAINE	7	11	9	2	-2	28.57	-18.18
MARYLAND	63	20	23	-40	3	-63.49	15.00
MASSACHUSETTS	63	48	48	-15	0	-23.81	0.00
MICHIGAN	0	0	0	0	0	0.00	0.00
MINNESOTA	25	21	23	-2	2	-8.00	9.52
MISSISSIPPI	12	18	13	1	-5	8.33	-27.78
MISSOURI	63	60	59	-4	-1	-6.35	-1.67
MONTANA	11	19	24	13	5	118.18	26.32
NEBRASKA	0	1	4	4	3	100.00	300.00
NEVADA	5	4	1	-4	-3	-80.00	-75.00
NEW HAMPSHIRE	8	3	4	-4	1	-50.00	33.33
NEW JERSEY	39	37	21	-18	-16	-46.15	-43.24
NEW MEXICO	26	7	8	-18	1	-69.23	14.29
NEW YORK	57	37	33	-24	-4	-42.11	-10.81
NORTH CAROLINA	16	24	22	6	-2	37.50	-8.33
NORTH DAKOTA	16	45	46	30	1	187.50	2.22
OHIO	5	19	17	12	-2	240.00	-10.53
OKLAHOMA	31	28	28	-3	0	-9.68	0.00
OREGON	18	8	10	-8	2	-44.44	25.00
PENNSYLVANIA	5	6	19	14	13	280.00	216.67
PUERTO RICO	100	27	27	-73	0	-73.00	0.00
RHODE ISLAND	4	2	2	-2	0	-50.00	0.00
SOUTH CAROLINA	8	15	19	11	4	137.50	26.67
SOUTH DAKOTA	25	4	6	-19	2	-76.00	50.00
TENNESSEE	21	6	7	-14	1	-66.67	16.67
TEXAS	67	55	69	2	14	2.99	25.45
UTAH	27	37	68	41	31	151.85	83.78
VERMONT	11	0	2	-9	2	-81.82	100.00
VIRGINIA	7	1	5	-2	4	-28.57	400.00
WASHINGTON	30	25	28	-2	3	-6.67	12.00
WEST VIRGINIA	17	24	25	8	1	47.06	4.17
WISCONSIN	11	7	7	-4	0	-36.36	0.00
WYOMING	3	0	1	-2	1	-66.67	100.00
AMERICAN SAMOA	2	1	1	-1	0	-50.00	0.00
GUAM	6	1	2	-4	1	-66.67	100.00
NORTHERN MARIANAS	14	2	0	-14	-2	-100.00	-100.00
PALAU	0	2	1	1	-1	100.00	-50.00
VIRGIN ISLANDS	6	7	3	-3	-4	-50.00	-57.14
BUR. OF INDIAN AFFAIRS	0	4	2	2	-2	100.00	-50.00
U.S. AND OUTLYING AREAS	1,454	1,260	1,463	9	203	0.62	16.11
50 STATES, D.C. & P.R.	1,426	1,243	1,454	28	211	1.96	16.98

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

TRAUMATIC BRAIN INJURY

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1987-88	1996-97	1997-98	1987-88 1997-98	1996-97 1997-98	1987-88 1997-98	1996-97 1997-98
ALABAMA	0	192	194	194	2	100.00	1.04
ALASKA	0	61	67	67	6	100.00	9.84
ARIZONA	0	48	65	65	17	100.00	35.42
ARKANSAS	0	117	133	133	16	100.00	13.68
CALIFORNIA	0	776	913	913	137	100.00	17.65
COLORADO	0	186	205	205	19	100.00	10.22
CONNECTICUT	0	56	85	85	29	100.00	51.79
DELAWARE	0	2	4	4	2	100.00	100.00
DISTRICT OF COLUMBIA	0	9	14	14	5	100.00	55.56
FLORIDA	0	189	256	256	67	100.00	35.45
GEORGIA	0	241	270	270	29	100.00	12.03
HAWAII	0	38	53	53	15	100.00	39.47
IDAHO	0	153	144	144	-9	100.00	-5.88
ILLINOIS	0	487	586	586	99	100.00	20.33
INDIANA	0	315	363	363	48	100.00	15.24
IOWA	0	175	180	180	5	100.00	2.86
KANSAS	0	157	111	111	-46	100.00	-29.30
KENTUCKY	0	147	163	163	16	100.00	10.88
LOUISIANA	0	229	251	251	22	100.00	9.61
MAINE	0	86	95	95	9	100.00	10.47
MARYLAND	0	247	278	278	31	100.00	12.55
MASSACHUSETTS	0	288	297	297	9	100.00	3.13
MICHIGAN	0	0	0	0	0	0.00	0.00
MINNESOTA	0	199	246	246	47	100.00	23.62
MISSISSIPPI	0	73	83	83	10	100.00	13.70
MISSOURI	0	262	283	283	21	100.00	8.02
MONTANA	0	64	64	64	0	100.00	0.00
NEBRASKA	0	151	154	154	3	100.00	1.99
NEVADA	0	61	78	78	17	100.00	27.87
NEW HAMPSHIRE	0	32	44	44	12	100.00	37.50
NEW JERSEY	0	70	40	40	-30	100.00	-42.86
NEW MEXICO	0	172	190	190	18	100.00	10.47
NEW YORK	0	851	993	993	142	100.00	16.69
NORTH CAROLINA	0	281	315	315	34	100.00	12.10
NORTH DAKOTA	0	22	25	25	3	100.00	13.64
OHIO	0	185	276	276	91	100.00	49.19
OKLAHOMA	0	163	213	213	50	100.00	30.67
OREGON	0	246	268	268	22	100.00	8.94
PENNSYLVANIA	0	1,409	1,544	1,544	135	100.00	9.58
PUERTO RICO	0	29	31	31	2	100.00	6.90
RHODE ISLAND	0	43	43	43	0	100.00	0.00
SOUTH CAROLINA	0	46	59	59	13	100.00	28.26
SOUTH DAKOTA	0	51	52	52	1	100.00	1.96
TENNESSEE	0	224	227	227	3	100.00	1.34
TEXAS	0	505	654	654	149	100.00	29.50
UTAH	0	257	283	283	26	100.00	10.12
VERMONT	0	33	33	33	0	100.00	0.00
VIRGINIA	0	190	280	280	90	100.00	47.37
WASHINGTON	0	194	223	223	29	100.00	14.95
WEST VIRGINIA	0	101	121	121	20	100.00	19.80
WISCONSIN	0	253	260	260	7	100.00	2.77
WYOMING	0	79	86	86	7	100.00	8.86
AMERICAN SAMOA	0	0	0	0	0	0.00	0.00
GUAM	0	3	2	2	-1	100.00	-33.33
NORTHERN MARIANAS	0	0	0	0	0	0.00	0.00
PALAU	0	0	0	0	0	0.00	0.00
VIRGIN ISLANDS	0	3	6	6	3	100.00	100.00
BUR. OF INDIAN AFFAIRS	0	16	11	11	-5	100.00	-31.25
U.S. AND OUTLYING AREAS	0	10,467	11,914	11,914	1,447	100.00	13.82
50 STATES, D.C. & P.R.	0	10,445	11,895	11,895	1,450	100.00	13.88

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

DEVELOPMENTAL DELAY

STATE	NUMBER SERVED 1987-88	 1996-97	 1997-98	CHANGE IN NUMBER SERVED 1987-88 1997-98	 1996-97 1997-98	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1997-98	 1996-97 1997-98
ALABAMA	0	0	289	289	289	100.00	100.00
ALASKA	0	0	0	0	0	0.00	0.00
ARIZONA	0	0	0	0	0	0.00	0.00
ARKANSAS	0	0	0	0	0	0.00	0.00
CALIFORNIA	0	0	0	0	0	0.00	0.00
COLORADO	0	0	0	0	0	0.00	0.00
CONNECTICUT	0	0	0	0	0	0.00	0.00
DELAWARE	0	0	0	0	0	0.00	0.00
DISTRICT OF COLUMBIA	0	0	0	0	0	0.00	0.00
FLORIDA	0	0	0	0	0	0.00	0.00
GEORGIA	0	0	0	0	0	0.00	0.00
HAWAII	0	0	0	0	0	0.00	0.00
IDAHO	0	0	258	258	258	100.00	100.00
ILLINOIS	0	0	0	0	0	0.00	0.00
INDIANA	0	0	0	0	0	0.00	0.00
IOWA	0	0	0	0	0	0.00	0.00
KANSAS	0	0	0	0	0	0.00	0.00
KENTUCKY	0	0	0	0	0	0.00	0.00
LOUISIANA	0	0	0	0	0	0.00	0.00
MAINE	0	0	0	0	0	0.00	0.00
MARYLAND	0	0	0	0	0	0.00	0.00
MASSACHUSETTS	0	0	0	0	0	0.00	0.00
MICHIGAN	0	0	130	130	130	100.00	100.00
MINNESOTA	0	0	0	0	0	0.00	0.00
MISSISSIPPI	0	0	0	0	0	0.00	0.00
MISSOURI	0	0	0	0	0	0.00	0.00
MONTANA	0	0	0	0	0	0.00	0.00
NEBRASKA	0	0	0	0	0	0.00	0.00
NEVADA	0	0	0	0	0	0.00	0.00
NEW HAMPSHIRE	0	0	0	0	0	0.00	0.00
NEW JERSEY	0	0	0	0	0	0.00	0.00
NEW MEXICO	0	0	107	107	107	100.00	100.00
NEW YORK	0	0	0	0	0	0.00	0.00
NORTH CAROLINA	0	0	0	0	0	0.00	0.00
NORTH DAKOTA	0	0	0	0	0	0.00	0.00
OHIO	0	0	0	0	0	0.00	0.00
OKLAHOMA	0	0	0	0	0	0.00	0.00
OREGON	0	0	0	0	0	0.00	0.00
PENNSYLVANIA	0	0	0	0	0	0.00	0.00
PUERTO RICO	0	0	0	0	0	0.00	0.00
RHODE ISLAND	0	0	0	0	0	0.00	0.00
SOUTH CAROLINA	0	0	0	0	0	0.00	0.00
SOUTH DAKOTA	0	0	0	0	0	0.00	0.00
TENNESSEE	0	0	758	758	758	100.00	100.00
TEXAS	0	0	0	0	0	0.00	0.00
UTAH	0	0	0	0	0	0.00	0.00
VERMONT	0	0	393	393	393	100.00	100.00
VIRGINIA	0	0	0	0	0	0.00	0.00
WASHINGTON	0	0	0	0	0	0.00	0.00
WEST VIRGINIA	0	0	0	0	0	0.00	0.00
WISCONSIN	0	0	0	0	0	0.00	0.00
WYOMING	0	0	0	0	0	0.00	0.00
AMERICAN SAMOA	0	0	0	0	0	0.00	0.00
GUAM	0	0	0	0	0	0.00	0.00
NORTHERN MARIANAS	0	0	4	4	4	100.00	100.00
PALAU	0	0	0	0	0	0.00	0.00
VIRGIN ISLANDS	0	0	5	5	5	100.00	100.00
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0.00	0.00
U.S. AND OUTLYING AREAS	0	0	1,944	1,944	1,944	100.00	100.00
50 STATES, D.C. & P.R.	0	0	1,935	1,935	1,935	100.00	100.00

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA10

Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B by Age Group, During the 1997-98 School Year

ALL DISABILITIES

STATE	AGE GROUP 3-5	6-17	18-21	3-17	3-21
ALABAMA	4.57	11.93	2.10	10.46	8.60
ALASKA	5.92	11.91	1.79	10.75	8.92
ARIZONA	3.84	8.68	1.29	7.65	6.43
ARKANSAS	7.84	10.31	1.70	9.84	8.13
CALIFORNIA	3.46	9.16	1.33	7.87	6.62
COLORADO	4.52	9.12	1.50	8.22	6.85
CONNECTICUT	5.56	12.47	2.31	11.08	9.46
DELAWARE	5.36	11.74	1.88	10.44	8.69
DISTRICT OF COLUMBIA	1.82	10.07	2.43	8.09	6.91
FLORIDA	4.70	12.65	2.00	11.04	9.32
GEORGIA	4.24	9.80	1.04	8.66	7.10
HAWAII	2.84	8.37	0.81	7.16	5.78
IDAHO	6.10	9.14	0.97	8.57	6.89
ILLINOIS	4.89	11.46	1.77	10.08	8.45
INDIANA	5.33	12.25	1.88	10.88	8.96
IOWA	5.22	12.02	2.03	10.77	8.91
KANSAS	6.07	10.09	1.59	9.33	7.72
KENTUCKY	9.55	10.45	1.34	10.28	8.25
LOUISIANA	4.93	9.83	1.75	8.88	7.31
MAINE	8.22	13.46	2.37	12.54	10.48
MARYLAND	4.47	11.26	1.62	9.88	8.31
MASSACHUSETTS	6.09	14.50	2.83	12.78	10.88
MICHIGAN	4.63	10.01	1.87	8.98	7.52
MINNESOTA	5.69	10.22	1.63	9.39	7.87
MISSISSIPPI	4.82	10.77	1.55	9.60	7.83
MISSOURI	4.19	11.83	1.94	10.37	8.68
MONTANA	5.02	9.91	1.52	9.07	7.45
NEBRASKA	5.22	11.74	1.68	10.54	8.69
NEVADA	4.33	9.55	1.22	8.44	7.13
NEW HAMPSHIRE	4.82	11.32	2.38	10.12	8.73
NEW JERSEY	4.84	13.73	2.37	11.86	10.06
NEW MEXICO	5.96	12.86	1.90	11.50	9.57
NEW YORK	6.14	11.75	2.61	10.55	8.99
NORTH CAROLINA	5.31	11.06	1.22	9.88	8.11
NORTH DAKOTA	4.70	9.53	1.63	8.68	7.10
OHIO	4.03	10.14	2.10	8.96	7.55
OKLAHOMA	4.04	11.27	1.83	9.92	8.22
OREGON	4.64	10.61	1.43	9.48	7.81
PENNSYLVANIA	4.52	9.69	2.01	8.70	7.36
PUERTO RICO	2.73	5.55	1.14	4.98	4.12
RHODE ISLAND	6.60	14.92	2.78	13.28	11.21
SOUTH CAROLINA	6.86	12.52	1.47	11.40	9.27
SOUTH DAKOTA	7.18	9.12	1.47	8.77	7.16
TENNESSEE	4.61	12.70	2.16	11.08	9.19
TEXAS	3.57	11.50	2.06	9.84	8.26
UTAH	4.73	10.35	1.30	9.24	7.39
VERMONT	5.58	10.10	1.83	9.30	7.83
VIRGINIA	4.96	11.70	1.74	10.34	8.50
WASHINGTON	5.04	9.52	1.47	8.65	7.19
WEST VIRGINIA	7.96	14.39	2.13	13.20	10.56
WISCONSIN	6.55	10.08	1.82	9.43	7.88
WYOMING	8.12	11.60	1.85	11.01	8.99
AMERICAN SAMOA	1.38	2.31	0.28	2.07	1.78
GUAM	1.42	5.06	2.13	4.09	3.79
NORTHERN MARIANAS	1.38	3.00	0.62	2.56	2.12
PALAU	0.28	2.56	0.46	2.04	1.73
VIRGIN ISLANDS	3.04	6.92	1.80	6.05	5.18
BUR. OF INDIAN AFFAIRS	-	-	-	-	-
50 STATES AND D.C.	4.79	10.95	1.81	9.70	8.11

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the Bureau of the Census.
Population data for Puerto Rico and Outlying Areas are projections from the Bureau of the Census, International Programs Center. These projections adjust the 1990 Census annually based on the previous year's births and deaths.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA11

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1997-98 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	9.35	4.04	1.73	2.32	0.58
ALASKA	9.47	5.67	1.99	0.45	0.49
ARIZONA	6.97	4.09	1.26	0.60	0.47
ARKANSAS	8.19	3.66	1.40	2.05	0.07
CALIFORNIA	7.32	4.41	1.58	0.42	0.27
COLORADO	7.28	3.74	1.28	0.36	0.94
CONNECTICUT	10.22	5.14	1.79	0.60	1.29
DELAWARE	9.33	5.89	1.01	1.22	0.46
DISTRICT OF COLUMBIA	8.11	4.68	0.41	1.32	1.20
FLORIDA	10.23	4.92	2.41	1.23	1.19
GEORGIA	7.65	2.42	1.65	1.64	1.28
HAWAII	6.39	3.13	0.96	0.94	0.77
IDAHO	7.03	4.18	1.09	0.83	0.19
ILLINOIS	9.18	4.63	1.98	0.96	1.09
INDIANA	9.64	4.10	2.63	1.58	0.73
IOWA	9.53	4.61	1.05	2.11	1.33
KANSAS	8.00	3.45	1.78	0.91	0.76
KENTUCKY	8.02	2.47	2.08	2.04	0.59
LOUISIANA	7.73	3.44	1.53	1.18	0.54
MAINE	10.84	4.72	2.55	0.44	1.53
MARYLAND	9.07	4.11	2.43	0.57	0.70
MASSACHUSETTS	11.83	7.24	1.81	1.15	1.02
MICHIGAN	8.04	3.83	1.66	0.95	0.78
MINNESOTA	8.25	3.50	1.38	0.92	1.56
MISSISSIPPI	8.37	4.27	2.56	1.06	0.05
MISSOURI	9.49	5.09	1.95	1.01	0.76
MONTANA	7.83	4.41	1.56	0.54	0.51
NEBRASKA	9.28	3.93	2.26	1.46	0.71
NEVADA	7.71	4.96	1.27	0.45	0.42
NEW HAMPSHIRE	9.43	4.79	1.97	0.38	0.82
NEW JERSEY	11.13	6.21	2.79	0.27	0.74
NEW MEXICO	10.25	6.18	1.93	0.48	0.78
NEW YORK	9.58	5.40	1.32	0.43	1.16
NORTH CAROLINA	8.66	3.73	1.66	1.67	0.59
NORTH DAKOTA	7.47	3.62	2.05	0.80	0.51
OHIO	8.19	3.13	1.72	1.95	0.51
OKLAHOMA	8.94	4.93	1.76	1.20	0.41
OREGON	8.37	4.43	1.91	0.54	0.53
PENNSYLVANIA	7.88	4.16	1.50	1.07	0.73
PUERTO RICO	4.37	2.08	0.48	1.30	0.08
RHODE ISLAND	12.08	7.18	2.18	0.55	1.07
SOUTH CAROLINA	9.72	4.27	2.21	2.01	0.66
SOUTH DAKOTA	7.16	3.65	1.75	0.80	0.28
TENNESSEE	10.05	4.94	2.14	1.36	0.29
TEXAS	9.20	5.50	1.40	0.51	0.74
UTAH	7.87	4.58	1.35	0.54	0.71
VERMONT	8.20	3.37	1.32	0.99	1.28
VIRGINIA	9.18	4.52	1.67	0.98	0.83
WASHINGTON	7.59	3.61	1.26	0.58	0.39
WEST VIRGINIA	10.98	4.95	2.71	2.16	0.53
WISCONSIN	8.11	3.78	1.40	1.05	1.30
WYOMING	9.12	4.68	2.24	0.53	0.73
AMERICAN SAMOA	1.89	1.46	0.08	0.17	0.01
GUAM	4.48	3.42	0.37	0.25	0.03
NORTHERN MARIANAS	2.32	1.42	0.06	0.27	0.04
PALAU	2.06	1.61	0.09	0.13	0.04
VIRGIN ISLANDS	5.65	2.28	0.87	1.81	0.17
BUR. OF INDIAN AFFAIRS					
50 STATES AND D.C.	8.75	4.47	1.74	0.96	0.74

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the Bureau of the Census.
Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of the Census, International Programs Center. These projections adjust the 1990 Census annually based on the previous year's births and deaths.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA11

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1997-98 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.14	0.10	0.06	0.24	0.04
ALASKA	0.29	0.14	0.04	0.28	0.03
ARIZONA	0.12	0.12	0.09	0.09	0.05
ARKANSAS	0.17	0.10	0.03	0.60	0.04
CALIFORNIA	0.07	0.12	0.14	0.18	0.05
COLORADO	0.32	0.12	0.45	0.00	0.03
CONNECTICUT	0.29	0.11	0.03	0.78	0.06
DELAWARE	0.00	0.14	0.42	0.00	0.04
DISTRICT OF COLUMBIA	0.08	0.03	0.17	0.11	0.02
FLORIDA	0.00	0.09	0.15	0.13	0.03
GEORGIA	0.00	0.08	0.05	0.42	0.03
HAWAII	0.09	0.09	0.05	0.22	0.02
IDAHO	0.14	0.09	0.04	0.25	0.03
ILLINOIS	0.00	0.12	0.10	0.17	0.04
INDIANA	0.07	0.12	0.09	0.14	0.06
IOWA	0.07	0.10	0.15	0.01	0.02
KANSAS	0.27	0.09	0.07	0.57	0.04
KENTUCKY	0.19	0.08	0.05	0.38	0.05
LOUISIANA	0.09	0.13	0.12	0.56	0.04
MAINE	0.80	0.10	0.03	0.52	0.03
MARYLAND	0.51	0.11	0.05	0.42	0.04
MASSACHUSETTS	0.22	0.11	0.07	0.10	0.05
MICHIGAN	0.11	0.12	0.44	0.00	0.04
MINNESOTA	0.00	0.15	0.13	0.45	0.03
MISSISSIPPI	0.06	0.08	0.20	0.00	0.03
MISSOURI	0.06	0.09	0.06	0.33	0.03
MONTANA	0.25	0.09	0.04	0.32	0.03
NEBRASKA	0.10	0.14	0.12	0.41	0.06
NEVADA	0.14	0.09	0.07	0.22	0.03
NEW HAMPSHIRE	0.14	0.11	0.07	1.04	0.05
NEW JERSEY	0.86	0.08	0.04	0.04	0.02
NEW MEXICO	0.22	0.10	0.10	0.31	0.04
NEW YORK	0.48	0.14	0.07	0.42	0.04
NORTH CAROLINA	0.10	0.12	0.06	0.57	0.04
NORTH DAKOTA	0.00	0.06	0.09	0.22	0.03
OHIO	0.49	0.09	0.09	0.14	0.04
OKLAHOMA	0.19	0.10	0.05	0.19	0.04
OREGON	0.00	0.14	0.11	0.41	0.05
PENNSYLVANIA	0.06	0.11	0.05	0.03	0.05
PUERTO RICO	0.12	0.08	0.05	0.10	0.05
RHODE ISLAND	0.12	0.10	0.07	0.69	0.03
SOUTH CAROLINA	0.03	0.12	0.09	0.23	0.04
SOUTH DAKOTA	0.29	0.07	0.05	0.15	0.04
TENNESSEE	0.15	0.12	0.10	0.76	0.07
TEXAS	0.09	0.12	0.10	0.61	0.05
UTAH	0.22	0.14	0.03	0.13	0.06
VERMONT	0.06	0.11	0.06	0.60	0.03
VIRGINIA	0.37	0.09	0.05	0.52	0.03
WASHINGTON	0.23	0.15	0.07	1.19	0.03
WEST VIRGINIA	0.00	0.10	0.05	0.34	0.05
WISCONSIN	0.00	0.11	0.12	0.23	0.03
WYOMING	0.00	0.14	0.11	0.53	0.04
AMERICAN SAMOA	0.09	0.04	0.00	0.01	0.02
GUAM	0.15	0.08	0.02	0.11	0.02
NORTHERN MARIANAS	0.27	0.08	0.08	0.02	0.03
PALAU	0.06	0.02	0.06	0.00	0.02
VIRGIN ISLANDS	0.10	0.06	0.10	0.12	0.08
BUR. OF INDIAN AFFAIRS		.	.		
50 STATES AND D.C.	0.17	0.11	0.11	0.31	0.04

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA11

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1997-98 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.05	0.00	0.02	0.01
ALASKA	0.06	0.00	0.04	0.00
ARIZONA	0.05	0.01	0.01	0.00
ARKANSAS	0.06	0.00	0.02	0.00
CALIFORNIA	0.07	0.00	0.01	0.00
COLORADO	0.02	0.01	0.02	0.00
CONNECTICUT	0.10	0.01	0.01	0.00
DELAWARE	0.12	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.07	0.01	0.02	0.00
FLORIDA	0.07	0.00	0.01	0.00
GEORGIA	0.06	0.00	0.02	0.00
HAWAII	0.05	0.04	0.02	0.00
IDAHO	0.05	0.00	0.04	0.08
ILLINOIS	0.07	0.00	0.02	0.00
INDIANA	0.10	0.00	0.03	0.00
IOWA	0.07	0.00	0.03	0.00
KANSAS	0.04	0.00	0.02	0.00
KENTUCKY	0.05	0.00	0.02	0.00
LOUISIANA	0.07	0.00	0.02	0.00
MAINE	0.08	0.00	0.03	0.00
MARYLAND	0.09	0.00	0.03	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.11	0.00	0.00	0.01
MINNESOTA	0.10	0.00	0.02	0.00
MISSISSIPPI	0.04	0.00	0.01	0.00
MISSOURI	0.07	0.00	0.02	0.00
MONTANA	0.05	0.01	0.03	0.00
NEBRASKA	0.05	0.00	0.04	0.00
NEVADA	0.04	0.00	0.02	0.00
NEW HAMPSHIRE	0.06	0.00	0.02	0.00
NEW JERSEY	0.08	0.00	0.00	0.00
NEW MEXICO	0.03	0.00	0.04	0.02
NEW YORK	0.09	0.00	0.03	0.00
NORTH CAROLINA	0.10	0.00	0.02	0.00
NORTH DAKOTA	0.05	0.03	0.02	0.00
OHIO	0.02	0.00	0.01	0.00
OKLAHOMA	0.05	0.00	0.03	0.00
OREGON	0.22	0.00	0.04	0.00
PENNSYLVANIA	0.07	0.00	0.06	0.00
PUERTO RICO	0.04	0.00	0.00	0.00
RHODE ISLAND	0.06	0.00	0.02	0.00
SOUTH CAROLINA	0.05	0.00	0.01	0.00
SOUTH DAKOTA	0.06	0.00	0.03	0.00
TENNESSEE	0.05	0.00	0.02	0.06
TEXAS	0.07	0.00	0.01	0.00
UTAH	0.04	0.01	0.05	0.00
VERMONT	0.07	0.00	0.02	0.29
VIRGINIA	0.08	0.00	0.02	0.00
WASHINGTON	0.05	0.00	0.02	0.00
WEST VIRGINIA	0.05	0.01	0.03	0.00
WISCONSIN	0.07	0.00	0.02	0.00
WYOMING	0.04	0.00	0.07	0.00
AMERICAN SAMOA	0.01	0.00	0.00	0.00
GUAM	0.01	0.00	0.00	0.00
NORTHERN MARIANAS	0.01	0.00	0.00	0.03
PALAU	0.00	0.02	0.00	0.00
VIRGIN ISLANDS	0.02	0.01	0.02	0.02
BUR. OF INDIAN AFFAIRS	.	.	.	.
50 STATES AND D.C.	0.07	0.00	0.02	0.00

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the Bureau of the Census.
Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of the Census, International Programs Center. These projections adjust the 1990 Census annually based on the previous year's births and deaths.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1997-98 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	11.93	5.15	2.34	2.84	0.75
ALASKA	11.91	7.12	2.60	0.51	0.61
ARIZONA	8.68	5.12	1.64	0.69	0.58
ARKANSAS	10.31	4.56	1.85	2.53	0.09
CALIFORNIA	9.16	5.55	2.05	0.46	0.32
COLORADO	9.12	4.69	1.66	0.41	1.18
CONNECTICUT	12.47	6.28	2.29	0.67	1.52
DELAWARE	11.74	7.52	1.33	1.46	0.50
DISTRICT OF COLUMBIA	10.07	5.93	0.54	1.54	1.45
FLORIDA	12.65	6.07	3.10	1.44	1.45
GEORGIA	9.80	3.11	2.19	2.00	1.66
HAWAII	8.37	4.13	1.30	1.19	1.00
IDAHO	9.14	5.46	1.47	1.02	0.25
ILLINOIS	11.46	5.79	2.59	1.11	1.34
INDIANA	12.25	5.13	3.51	1.93	0.93
IOWA	12.02	5.81	1.38	2.60	1.68
KANSAS	10.09	4.32	2.36	1.07	0.95
KENTUCKY	10.45	3.18	2.84	2.57	0.79
LOUISIANA	9.83	4.34	2.06	1.42	0.70
MAINE	13.46	5.81	3.30	0.48	1.91
MARYLAND	11.26	5.11	3.12	0.66	0.85
MASSACHUSETTS	14.50	8.98	2.31	1.31	1.21
MICHIGAN	10.01	4.77	2.18	1.08	0.98
MINNESOTA	10.22	4.38	1.79	1.02	1.93
MISSISSIPPI	10.77	5.44	3.46	1.27	0.07
MISSOURI	11.83	6.29	2.55	1.20	0.96
MONTANA	9.91	5.54	2.07	0.64	0.64
NEBRASKA	11.74	4.97	2.97	1.76	0.90
NEVADA	9.55	6.15	1.63	0.51	0.52
NEW HAMPSHIRE	11.32	5.73	2.45	0.41	0.98
NEW JERSEY	13.73	7.64	3.60	0.28	0.86
NEW MEXICO	12.86	7.77	2.50	0.54	0.98
NEW YORK	11.75	6.60	1.72	0.46	1.42
NORTH CAROLINA	11.06	4.78	2.19	2.05	0.76
NORTH DAKOTA	9.53	4.59	2.74	0.91	0.66
OHIO	10.14	3.86	2.27	2.38	0.63
OKLAHOMA	11.27	6.15	2.33	1.47	0.52
OREGON	10.61	5.63	2.50	0.61	0.67
PENNSYLVANIA	9.69	5.10	1.96	1.24	0.88
PUERTO RICO	5.55	2.71	0.66	1.54	0.10
RHODE ISLAND	14.92	8.90	2.83	0.61	1.22
SOUTH CAROLINA	12.52	5.52	2.96	2.47	0.85
SOUTH DAKOTA	9.12	4.65	2.35	0.93	0.36
TENNESSEE	12.70	6.23	2.83	1.61	0.37
TEXAS	11.50	6.85	1.85	0.57	0.93
UTAH	10.35	6.10	1.86	0.63	0.95
VERMONT	10.10	4.16	1.68	1.15	1.56
VIRGINIA	11.70	5.79	2.24	1.16	1.05
WASHINGTON	9.52	4.53	1.66	0.68	0.49
WEST VIRGINIA	14.39	6.39	3.75	2.73	0.69
WISCONSIN	10.08	4.71	1.83	1.21	1.61
WYOMING	11.60	5.92	2.97	0.61	0.92
AMERICAN SAMOA	2.31	1.82	0.10	0.19	0.02
GUAM	5.06	3.85	0.46	0.24	0.03
NORTHERN MARIANAS	3.00	1.79	0.09	0.37	0.06
PALAU	2.56	2.11	0.08	0.11	0.06
VIRGIN ISLANDS	6.92	2.80	1.15	2.11	0.21
BUR. OF INDIAN AFFAIRS					
50 STATES AND D.C.	10.95	5.58	2.28	1.13	0.92

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the Bureau of the Census.
Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of the Census, International Programs Center. These projections adjust the 1990 Census annually based on the previous year's births and deaths.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1997-98 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.12	0.08	0.31	0.05
ALASKA	0.33	0.18	0.05	0.35	0.04
ARIZONA	0.14	0.15	0.11	0.11	0.06
ARKANSAS	0.21	0.12	0.04	0.78	0.04
CALIFORNIA	0.08	0.15	0.17	0.23	0.06
COLORADO	0.37	0.14	0.57	0.00	0.04
CONNECTICUT	0.34	0.14	0.04	0.98	0.07
DELAWARE	0.00	0.17	0.53	0.00	0.05
DISTRICT OF COLUMBIA	0.09	0.03	0.20	0.13	0.02
FLORIDA	0.00	0.11	0.19	0.16	0.04
GEORGIA	0.00	0.10	0.06	0.55	0.04
HAWAII	0.11	0.12	0.07	0.28	0.03
IDAHO	0.17	0.12	0.05	0.32	0.04
ILLINOIS	0.00	0.14	0.12	0.22	0.05
INDIANA	0.08	0.15	0.11	0.18	0.07
IOWA	0.07	0.13	0.19	0.01	0.03
KANSAS	0.32	0.12	0.09	0.73	0.04
KENTUCKY	0.24	0.11	0.07	0.51	0.06
LOUISIANA	0.10	0.16	0.15	0.73	0.05
MAINE	0.97	0.12	0.04	0.65	0.04
MARYLAND	0.60	0.14	0.06	0.54	0.05
MASSACHUSETTS	0.23	0.13	0.09	0.11	0.06
MICHIGAN	0.12	0.15	0.55	0.00	0.05
MINNESOTA	0.00	0.19	0.16	0.57	0.04
MISSISSIPPI	0.07	0.11	0.26	0.00	0.04
MISSOURI	0.37	0.11	0.07	0.42	0.04
MONTANA	0.30	0.12	0.05	0.41	0.03
NEBRASKA	0.11	0.18	0.15	0.52	0.07
NEVADA	0.15	0.11	0.09	0.27	0.04
NEW HAMPSHIRE	0.15	0.12	0.08	1.26	0.06
NEW JERSEY	1.02	0.10	0.04	0.05	0.02
NEW MEXICO	0.26	0.13	0.12	0.39	0.05
NEW YORK	0.57	0.17	0.09	0.53	0.05
NORTH CAROLINA	0.11	0.15	0.07	0.74	0.05
NORTH DAKOTA	0.00	0.07	0.11	0.29	0.04
OHIO	0.53	0.11	0.11	0.17	0.05
OKLAHOMA	0.22	0.12	0.07	0.25	0.05
OREGON	0.00	0.17	0.13	0.52	0.06
PENNSYLVANIA	0.06	0.13	0.06	0.04	0.06
PUERTO RICO	0.13	0.11	0.06	0.13	0.06
RHODE ISLAND	0.14	0.12	0.08	0.88	0.04
SOUTH CAROLINA	0.04	0.15	0.11	0.30	0.05
SOUTH DAKOTA	0.34	0.09	0.06	0.19	0.04
TENNESSEE	0.16	0.14	0.12	0.97	0.09
TEXAS	0.10	0.14	0.12	0.77	0.06
UTAH	0.23	0.18	0.04	0.17	0.07
VERMONT	0.05	0.14	0.07	0.76	0.03
VIRGINIA	0.48	0.11	0.07	0.68	0.04
WASHINGTON	0.26	0.19	0.09	1.50	0.03
WEST VIRGINIA	0.00	0.12	0.07	0.46	0.06
WISCONSIN	0.00	0.14	0.15	0.29	0.04
WYOMING	0.00	0.18	0.14	0.68	0.05
AMERICAN SAMOA	0.08	0.05	0.00	0.01	0.02
GUAM	0.17	0.09	0.03	0.13	0.03
NORTHERN MARIANAS	0.34	0.12	0.10	0.03	0.04
PALAU	0.04	0.00	0.08	0.00	0.00
VIRGIN ISLANDS	0.11	0.07	0.14	0.16	0.11
BUR. OF INDIAN AFFAIRS					
50 STATES AND D.C.	0.20	0.14	0.14	0.40	0.05

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the Bureau of the Census.
Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of the Census, International Programs Center. These projections adjust the 1990 Census annually based on the previous year's births and deaths.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1997-98 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.06	0.00	0.02	0.04
ALASKA	0.08	0.01	0.04	0.00
ARIZONA	0.06	0.01	0.01	0.00
ARKANSAS	0.07	0.00	0.03	0.00
CALIFORNIA	0.08	0.00	0.01	0.00
COLORADO	0.03	0.01	0.03	0.00
CONNECTICUT	0.12	0.01	0.01	0.00
DELAWARE	0.14	0.03	0.00	0.00
DISTRICT OF COLUMBIA	0.10	0.02	0.02	0.00
FLORIDA	0.08	0.00	0.01	0.00
GEORGIA	0.07	0.00	0.02	0.00
HAWAII	0.06	0.05	0.02	0.00
IDAHO	0.06	0.00	0.05	0.11
ILLINOIS	0.08	0.00	0.03	0.00
INDIANA	0.12	0.00	0.03	0.00
IOWA	0.09	0.00	0.03	0.00
KANSAS	0.05	0.00	0.02	0.00
KENTUCKY	0.06	0.00	0.02	0.00
LOUISIANA	0.09	0.00	0.03	0.00
MAINE	0.11	0.00	0.04	0.00
MARYLAND	0.11	0.00	0.03	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.12	0.00	0.00	0.01
MINNESOTA	0.12	0.00	0.03	0.00
MISSISSIPPI	0.05	0.00	0.01	0.00
MISSOURI	0.08	0.01	0.03	0.00
MONTANA	0.06	0.01	0.04	0.00
NEBRASKA	0.06	0.00	0.05	0.00
NEVADA	0.05	0.00	0.02	0.00
NEW HAMPSHIRE	0.07	0.00	0.02	0.00
NEW JERSEY	0.10	0.00	0.00	0.00
NEW MEXICO	0.04	0.00	0.05	0.03
NEW YORK	0.11	0.00	0.03	0.00
NORTH CAROLINA	0.13	0.00	0.02	0.00
NORTH DAKOTA	0.05	0.04	0.02	0.00
OHIO	0.03	0.00	0.01	0.00
OKLAHOMA	0.06	0.00	0.03	0.00
OREGON	0.27	0.00	0.04	0.00
PENNSYLVANIA	0.08	0.00	0.07	0.00
PUERTO RICO	0.04	0.00	0.00	0.00
RHODE ISLAND	0.08	0.00	0.03	0.00
SOUTH CAROLINA	0.06	0.00	0.01	0.00
SOUTH DAKOTA	0.07	0.00	0.03	0.00
TENNESSEE	0.06	0.00	0.02	0.09
TEXAS	0.09	0.00	0.02	0.00
UTAH	0.05	0.01	0.06	0.00
VERMONT	0.09	0.00	0.03	0.38
VIRGINIA	0.10	0.00	0.02	0.00
WASHINGTON	0.07	0.00	0.02	0.00
WEST VIRGINIA	0.06	0.01	0.04	0.00
WISCONSIN	0.08	0.00	0.02	0.00
WYOMING	0.05	0.00	0.07	0.00
AMERICAN SAMOA	0.01	0.01	0.00	0.00
GUAM	0.01	0.01	0.01	0.00
NORTHERN MARIANAS	0.02	0.00	0.00	0.04
PALAU	0.00	0.03	0.00	0.00
VIRGIN ISLANDS	0.02	0.01	0.02	0.02
BUR. OF INDIAN AFFAIRS				
50 STATES AND D.C.	0.08	0.00	0.02	0.00

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the Bureau of the Census.
Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of the Census, International Programs Center. These projections adjust the 1990 Census annually based on the previous year's births and deaths.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1997-98 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	11.60	5.01	2.27	2.77	0.73
ALASKA	11.55	6.90	2.52	0.49	0.59
ARIZONA	8.38	4.94	1.58	0.67	0.56
ARKANSAS	10.05	4.44	1.80	2.46	0.08
CALIFORNIA	9.29	5.62	2.08	0.47	0.32
COLORADO	9.08	4.67	1.65	0.40	1.17
CONNECTICUT	12.35	6.22	2.26	0.66	1.50
DELAWARE	12.36	7.92	1.40	1.53	0.52
DISTRICT OF COLUMBIA	8.68	5.11	0.47	1.32	1.25
FLORIDA	12.81	6.14	3.14	1.46	1.47
GEORGIA	9.37	2.98	2.09	1.91	1.59
HAWAII	8.65	4.27	1.34	1.23	1.03
IDAHO	9.79	5.25	1.41	0.98	0.24
ILLINOIS	11.94	6.03	2.70	1.16	1.39
INDIANA	12.46	5.22	3.57	1.96	0.95
IOWA	12.00	5.80	1.38	2.60	1.67
KANSAS	10.13	4.34	2.16	1.08	0.96
KENTUCKY	10.64	3.24	2.89	2.61	0.80
LOUISIANA	10.21	4.51	2.14	1.47	0.72
MAINE	13.15	5.67	3.22	0.47	1.86
MARYLAND	11.45	5.19	3.17	0.67	0.87
MASSACHUSETTS	14.70	9.10	2.34	1.33	1.22
MICHIGAN	9.91	4.73	2.16	1.07	0.97
MINNESOTA	10.49	4.50	1.83	1.04	1.98
MISSISSIPPI	10.86	5.48	3.48	1.28	0.07
MISSOURI	12.49	6.64	2.69	1.26	1.01
MONTANA	9.88	5.52	2.07	0.64	0.64
NEBRASKA	12.31	5.21	3.11	1.85	0.95
NEVADA	9.25	5.96	1.58	0.50	0.50
NEW HAMPSHIRE	11.87	6.01	2.57	0.43	1.03
NEW JERSEY	14.92	8.14	3.84	0.30	0.92
NEW MEXICO	13.68	9.27	2.66	0.58	1.05
NEW YORK	12.32	6.92	1.80	0.49	1.49
NORTH CAROLINA	11.23	4.85	2.22	2.09	0.77
NORTH DAKOTA	9.48	4.57	2.72	0.90	0.66
OHIO	10.62	4.05	2.37	2.49	0.66
OKLAHOMA	10.90	5.94	2.25	1.42	0.50
OREGON	10.88	5.78	2.57	0.62	0.68
PENNSYLVANIA	10.51	5.53	2.13	1.34	0.96
PUERTO RICO	6.85	3.35	0.81	1.90	0.13
RHODE ISLAND	15.54	9.27	2.95	0.63	1.27
SOUTH CAROLINA	12.51	5.51	2.96	2.47	0.85
SOUTH DAKOTA	9.47	4.52	2.29	0.91	0.35
TENNESSEE	12.44	6.10	2.78	1.58	0.36
TEXAS	10.73	6.39	1.73	0.54	0.86
UTAH	9.81	5.79	1.76	0.60	0.90
VERMONT	9.87	4.07	1.64	1.12	1.53
VIRGINIA	11.56	5.68	2.21	1.14	1.03
WASHINGTON	9.18	4.51	1.65	0.68	0.49
WEST VIRGINIA	13.69	6.09	3.57	2.60	0.65
WISCONSIN	10.62	4.96	1.93	1.28	1.69
WYOMING	11.30	5.77	2.89	0.60	0.90
AMERICAN SAMOA	2.51	1.98	0.11	0.20	0.02
GUAM	4.97	3.78	0.45	0.24	0.03
NORTHERN MARIANAS	3.30	1.97	0.10	0.41	0.06
PALAU					
VIRGIN ISLANDS	7.77	3.15	1.29	2.37	0.23
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	11.00	5.61	2.28	1.15	0.92
50 STATES, D.C. & P.R.	10.99	5.60	2.28	1.15	0.92

Please see data notes for an explanation of individual State differences.
Developmental Delay is applicable only to children 3 through 9.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Percentage of children served is based on 1997-1998 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1997-98 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.11	0.08	0.30	0.05
ALASKA	0.32	0.17	0.05	0.34	0.03
ARIZONA	0.13	0.15	0.11	0.11	0.05
ARKANSAS	0.20	0.12	0.04	0.76	0.04
CALIFORNIA	0.08	0.15	0.17	0.24	0.06
COLORADO	0.37	0.14	0.57	0.00	0.04
CONNECTICUT	0.33	0.14	0.04	0.97	0.07
DELAWARE	0.00	0.18	0.56	0.00	0.05
DISTRICT OF COLUMBIA	0.08	0.03	0.17	0.11	0.02
FLORIDA	0.00	0.11	0.19	0.16	0.04
GEORGIA	0.00	0.09	0.06	0.52	0.04
HAWAII	0.11	0.13	0.07	0.29	0.03
IDAHO	0.16	0.12	0.05	0.31	0.04
ILLINOIS	0.00	0.15	0.12	0.23	0.05
INDIANA	0.08	0.15	0.11	0.18	0.07
IOWA	0.07	0.13	0.19	0.01	0.03
KANSAS	0.32	0.12	0.09	0.74	0.04
KENTUCKY	0.24	0.11	0.07	0.52	0.06
LOUISIANA	0.10	0.17	0.16	0.76	0.06
MAINE	0.95	0.12	0.04	0.63	0.04
MARYLAND	0.61	0.14	0.06	0.55	0.05
MASSACHUSETTS	0.23	0.13	0.09	0.11	0.06
MICHIGAN	0.12	0.15	0.55	0.00	0.04
MINNESOTA	0.00	0.20	0.16	0.58	0.04
MISSISSIPPI	0.07	0.11	0.26	0.00	0.04
MISSOURI	0.08	0.12	0.08	0.45	0.04
MONTANA	0.30	0.12	0.05	0.41	0.03
NEBRASKA	0.11	0.19	0.16	0.55	0.07
NEVADA	0.15	0.11	0.09	0.26	0.04
NEW HAMPSHIRE	0.15	0.13	0.08	1.32	0.06
NEW JERSEY	1.08	0.10	0.05	0.06	0.02
NEW MEXICO	0.27	0.14	0.13	0.41	0.05
NEW YORK	0.60	0.18	0.10	0.56	0.05
NORTH CAROLINA	0.11	0.16	0.07	0.75	0.05
NORTH DAKOTA	0.00	0.07	0.11	0.29	0.04
OHIO	0.56	0.12	0.12	0.17	0.05
OKLAHOMA	0.22	0.12	0.07	0.24	0.05
OREGON	0.00	0.17	0.14	0.54	0.06
PENNSYLVANIA	0.07	0.14	0.06	0.04	0.07
PUERTO RICO	0.17	0.13	0.07	0.16	0.08
RHODE ISLAND	0.14	0.12	0.09	0.91	0.04
SOUTH CAROLINA	0.04	0.15	0.11	0.30	0.05
SOUTH DAKOTA	0.33	0.09	0.06	0.19	0.04
TENNESSEE	0.16	0.14	0.12	0.95	0.09
TEXAS	0.09	0.13	0.11	0.72	0.05
UTAH	0.22	0.17	0.04	0.16	0.07
VERMONT	0.05	0.14	0.07	0.75	0.03
VIRGINIA	0.47	0.11	0.07	0.68	0.04
WASHINGTON	0.26	0.19	0.09	1.49	0.03
WEST VIRGINIA	0.00	0.12	0.07	0.44	0.06
WISCONSIN	0.00	0.14	0.16	0.31	0.04
WYOMING	0.00	0.17	0.13	0.66	0.05
AMERICAN SAMOA	0.09	0.05	0.00	0.01	0.02
GUAM	0.17	0.09	0.03	0.13	0.03
NORTHERN MARIANAS	0.38	0.13	0.11	0.03	0.04
PALAU					
VIRGIN ISLANDS	0.12	0.08	0.16	0.18	0.12
BUR. OF INDIAN AFFAIRS					
U.S. AND OUTLYING AREAS	0.20	0.14	0.14	0.40	0.05
50 STATES, D.C. & P.R.	0.20	0.14	0.14	0.40	0.05

Please see data notes for an explanation of individual State differences.
Developmental Delay is applicable only to children 3 through 9.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Percentage of children served is based on 1997-1998 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1997-98 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY	DEVELOPMENTAL DELAY
ALABAMA	0.06	0.00	0.02	0.04
ALASKA	0.07	0.01	0.04	0.00
ARIZONA	0.06	0.01	0.01	0.00
ARKANSAS	0.07	0.00	0.03	0.00
CALIFORNIA	0.08	0.00	0.01	0.00
COLORADO	0.02	0.01	0.03	0.00
CONNECTICUT	0.12	0.01	0.01	0.00
DELAWARE	0.15	0.04	0.00	0.00
DISTRICT OF COLUMBIA	0.08	0.01	0.02	0.00
FLORIDA	0.08	0.00	0.01	0.00
GEORGIA	0.07	0.00	0.02	0.00
HAWAII	0.07	0.05	0.02	0.00
IDAHO	0.06	0.00	0.05	0.10
ILLINOIS	0.09	0.00	0.03	0.00
INDIANA	0.13	0.00	0.03	0.00
IOWA	0.09	0.00	0.03	0.00
KANSAS	0.05	0.00	0.02	0.00
KENTUCKY	0.06	0.00	0.02	0.00
LOUISIANA	0.09	0.00	0.03	0.00
MAINE	0.10	0.00	0.04	0.00
MARYLAND	0.11	0.00	0.03	0.00
MASSACHUSETTS	0.05	0.00	0.02	0.00
MICHIGAN	0.12	0.00	0.00	0.01
MINNESOTA	0.12	0.00	0.03	0.00
MISSISSIPPI	0.05	0.00	0.01	0.00
MISSOURI	0.09	0.01	0.03	0.00
MONTANA	0.06	0.01	0.04	0.00
NEBRASKA	0.06	0.00	0.05	0.00
NEVADA	0.05	0.00	0.02	0.00
NEW HAMPSHIRE	0.07	0.00	0.02	0.00
NEW JERSEY	0.10	0.00	0.00	0.00
NEW MEXICO	0.04	0.00	0.05	0.03
NEW YORK	0.11	0.00	0.03	0.00
NORTH CAROLINA	0.13	0.00	0.02	0.00
NORTH DAKOTA	0.05	0.04	0.02	0.00
OHIO	0.03	0.00	0.01	0.00
OKLAHOMA	0.06	0.00	0.03	0.00
OREGON	0.28	0.00	0.04	0.00
PENNSYLVANIA	0.09	0.00	0.07	0.00
PUERTO RICO	0.05	0.00	0.00	0.00
RHODE ISLAND	0.08	0.00	0.03	0.00
SOUTH CAROLINA	0.06	0.00	0.01	0.00
SOUTH DAKOTA	0.07	0.00	0.03	0.00
TENNESSEE	0.06	0.00	0.02	0.08
TEXAS	0.08	0.00	0.02	0.00
UTAH	0.05	0.01	0.05	0.00
VERMONT	0.09	0.00	0.03	0.37
VIRGINIA	0.10	0.00	0.02	0.00
WASHINGTON	0.07	0.00	0.02	0.00
WEST VIRGINIA	0.06	0.01	0.04	0.00
WISCONSIN	0.09	0.00	0.03	0.00
WYOMING	0.05	0.00	0.07	0.00
AMERICAN SAMOA	0.01	0.01	0.00	0.00
GUAM	0.01	0.01	0.01	0.00
NORTHERN MARIANAS	0.02	0.00	0.00	0.04
PALAU	.	.	.	.
VIRGIN ISLANDS	0.02	0.01	0.03	0.02
BUR. OF INDIAN AFFAIRS	.	.	.	.
U.S. AND OUTLYING AREAS	0.08	0.00	0.02	0.00
50 STATES, D.C. & P.R.	0.08	0.00	0.02	0.00

Please see data notes for an explanation of individual State differences.
Developmental Delay is applicable only to children 3 through 9.
The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.
Percentage of children served is based on 1997-1998 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA14

Number of Children Served Under IDEA by Disability and Age Group During the 1988-89 Through 1997-98 School Years

Age Groups 0-2, 3-5

	1988-89	1989-90	1990-91	1991-92	1992-93
AGE GROUP 0-2	34,270	37,014	50,924	145,313	145,179
AGE GROUP 3-5	360,281	385,587	394,766	420,403	455,449

Age Groups 6-11

DISABILITY	1988-89	1989-90	1990-91	1991-92	1992-93
SPECIFIC LEARNING DISABILITIES	850,907	881,858	922,444	960,876	997,580
SPEECH OR LANGUAGE IMPAIRMENTS	853,599	863,302	875,618	882,392	888,935
MENTAL RETARDATION	216,428	216,136	214,884	218,247	209,487
EMOTIONAL DISTURBANCE	134,661	137,405	140,172	141,708	137,269
MULTIPLE DISABILITIES	42,151	43,966	50,595	50,124	52,472
HEARING IMPAIRMENTS	28,022	28,397	29,013	29,780	29,363
ORTHOPEDIC IMPAIRMENTS	24,520	25,491	26,457	27,773	29,138
OTHER HEALTH IMPAIRMENTS	23,949	25,955	28,297	29,292	33,487
VISUAL IMPAIRMENTS	10,623	10,956	11,347	11,635	11,210
AUTISM				3,046	8,914
DEAF-BLINDNESS	647	684	651	608	554
TRAUMATIC BRAIN INJURY				79	1,507
DEVELOPMENTAL DELAY					
ALL DISABILITIES	2,185,507	2,234,150	2,299,478	2,355,560	2,399,916

Age Groups 12-17

DISABILITY	1988-89	1989-90	1990-91	1991-92	1992-93
SPECIFIC LEARNING DISABILITIES	1,042,348	1,073,453	1,115,445	1,176,035	1,252,188
SPEECH OR LANGUAGE IMPAIRMENTS	105,969	106,604	108,144	112,136	104,904
MENTAL RETARDATION	281,861	271,228	264,624	266,240	258,619
EMOTIONAL DISTURBANCE	217,703	222,543	229,093	236,431	242,319
MULTIPLE DISABILITIES	30,925	32,042	35,014	36,210	38,368
HEARING IMPAIRMENTS	24,378	24,829	25,622	26,335	26,966
ORTHOPEDIC IMPAIRMENTS	18,430	18,392	18,812	19,593	19,594
OTHER HEALTH IMPAIRMENTS	22,466	22,962	24,177	25,701	29,150
VISUAL IMPAIRMENTS	10,124	9,980	10,350	10,530	10,641
AUTISM				1,749	4,893
DEAF-BLINDNESS	525	624	587	594	599
TRAUMATIC BRAIN INJURY				127	1,844
ALL DISABILITIES	1,754,729	1,782,657	1,831,868	1,911,681	1,990,085

Age Groups 18-21

DISABILITY	1988-89	1989-90	1990-91	1991-92	1992-93
SPECIFIC LEARNING DISABILITIES	101,931	106,765	106,128	110,093	116,7[illegible]
SPEECH OR LANGUAGE IMPAIRMENTS	5,817	4,350	4,016	4,376	4,210
MENTAL RETARDATION	78,382	76,538	71,949	68,775	64,256
EMOTIONAL DISTURBANCE	20,838	21,691	21,499	22,072	22,064
MULTIPLE DISABILITIES	11,404	11,949	12,020	12,074	12,439
HEARING IMPAIRMENTS	4,717	4,680	4,576	4,612	4,287
ORTHOPEDIC IMPAIRMENTS	4,245	4,167	4,071	4,023	3,856
OTHER HEALTH IMPAIRMENTS	3,906	3,816	3,879	3,756	3,426
VISUAL IMPAIRMENTS	1,714	1,930	1,985	1,918	1,693
AUTISM				620	1,773
DEAF-BLINDNESS	322	325	286	225	241
TRAUMATIC BRAIN INJURY				39	609
ALL DISABILITIES	233,276	236,211	230,405	232,583	235,573

Data from 1988-89 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and H. Infants and toddlers were first served under Part H in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part H are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Children Served Under IDEA by Disability and Age Group During the 1988-89 Through 1997-98 School Years

Age Groups 0-2, 3-5

	1993-94	1994-95	1995-96	1996-97	1997-98
AGE GROUP 0-2	152,287	165,351	177,286	186,527	197,376
AGE GROUP 3-5	491,685	522,709	548,593	557,153	571,049

Age Groups 6-11

DISABILITY	1993-94	1994-95	1995-96	1996-97	1997-98
SPECIFIC LEARNING DISABILITIES	1,009,541	1,041,816	1,073,215	1,093,819	1,114,327
SPEECH OR LANGUAGE IMPAIRMENTS	900,962	905,223	910,788	928,941	942,730
MENTAL RETARDATION	220,301	229,453	235,490	239,292	240,581
EMOTIONAL DISTURBANCE	140,603	144,595	147,368	150,416	154,044
MULTIPLE DISABILITIES	55,073	43,889	46,150	48,513	51,930
HEARING IMPAIRMENTS	31,178	31,464	32,501	32,903	33,254
ORTHOPEDIC IMPAIRMENTS	31,644	33,521	34,530	35,575	35,708
OTHER HEALTH IMPAIRMENTS	43,493	56,856	71,649	84,842	97,821
VISUAL IMPAIRMENTS	11,723	11,557	11,870	11,833	12,102
AUTISM	11,158	13,716	17,666	21,669	27,323
DEAF-BLINDNESS	564	524	547	508	565
TRAUMATIC BRAIN INJURY	2,111	2,871	3,929	4,100	4,525
DEVELOPMENTAL DELAY					1,944
ALL DISABILITIES	2,458,351	2,515,485	2,585,703	2,652,411	2,716,854

Age Groups 12-17

DISABILITY	1993-94	1994-95	1995-96	1996-97	1997-98
SPECIFIC LEARNING DISABILITIES	1,296,829	1,347,294	1,398,602	1,447,448	1,502,270
SPEECH OR LANGUAGE IMPAIRMENTS	112,581	110,859	111,833	115,343	119,811
MENTAL RETARDATION	269,321	279,214	286,953	291,666	297,775
EMOTIONAL DISTURBANCE	251,524	260,891	267,786	271,240	275,485
MULTIPLE DISABILITIES	42,083	34,231	36,365	38,787	41,896
HEARING IMPAIRMENTS	29,037	29,545	30,983	31,233	31,712
ORTHOPEDIC IMPAIRMENTS	21,321	23,069	24,591	26,531	27,515
OTHER HEALTH IMPAIRMENTS	35,886	46,054	57,714	71,112	86,721
VISUAL IMPAIRMENTS	11,357	11,445	11,864	12,058	12,054
AUTISM	5,832	6,760	8,796	10,079	12,222
DEAF-BLINDNESS	585	600	619	559	679
TRAUMATIC BRAIN INJURY	2,559	3,486	4,558	5,182	6,047
ALL DISABILITIES	2,078,915	2,153,448	2,240,664	2,321,238	2,414,187

Age Groups 18-21

DISABILITY	1993-94	1994-95	1995-96	1996-97	1997-98
SPECIFIC LEARNING DISABILITIES	121,295	121,114	130,087	133,080	139,449
SPEECH OR LANGUAGE IMPAIRMENTS	4,442	4,248	4,263	4,445	4,640
MENTAL RETARDATION	64,197	61,850	63,132	62,638	65,052
EMOTIONAL DISTURBANCE	22,824	22,563	24,011	24,687	25,665
MULTIPLE DISABILITIES	12,561	11,500	12,020	12,194	13,408
HEARING IMPAIRMENTS	4,450	4,195	4,555	4,594	4,706
ORTHOPEDIC IMPAIRMENTS	3,887	3,877	4,035	4,240	4,279
OTHER HEALTH IMPAIRMENTS	3,700	4,223	4,798	5,362	6,611
VISUAL IMPAIRMENTS	1,724	1,711	1,756	1,848	1,914
AUTISM	2,068	2,188	2,614	2,625	2,966
DEAF-BLINDNESS	220	207	221	193	219
TRAUMATIC BRAIN INJURY	725	902	1,092	1,185	1,342
ALL DISABILITIES	242,093	238,578	252,584	257,091	270,251

Data from 1988-89 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and H. Infants and toddlers were first served under Part H in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part H are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA14

Number of Children Served Under IDEA by Disability and Age Group During the 1988-89 Through 1997-98 School Years

Age Groups 06-21

DISABILITY	1988-89	1989-90	1990-91	1991-92	1992-93
SPECIFIC LEARNING DISABILITIES	1,995,186	2,062,076	2,144,017	2,247,004	2,366,487
SPEECH OR LANGUAGE IMPAIRMENTS	965,385	974,256	987,778	998,904	998,049
MENTAL RETARDATION	576,671	563,902	551,457	553,262	532,362
EMOTIONAL DISTURBANCE	373,202	381,639	390,764	400,211	401,652
MULTIPLE DISABILITIES	84,480	87,957	97,629	98,408	103,279
HEARING IMPAIRMENTS	57,117	57,906	59,211	60,727	60,616
ORTHOPEDIC IMPAIRMENTS	47,195	48,050	49,340	51,389	52,588
OTHER HEALTH IMPAIRMENTS	50,321	52,733	56,349	58,749	66,063
VISUAL IMPAIRMENTS	22,461	22,866	23,682	24,083	23,544
AUTISM				5,415	15,580
DEAF-BLINDNESS	1,494	1,633	1,524	1,427	1,394
TRAUMATIC BRAIN INJURY				245	3,960
DEVELOPMENTAL DELAY					
ALL DISABILITIES	4,173,512	4,253,018	4,361,751	4,499,824	4,625,574

Age Groups 06-21

DISABILITY	1993-94	1994-95	1995-96	1996-97	1997-98
SPECIFIC LEARNING DISABILITIES	2,427,665	2,510,224	2,601,904	2,674,347	2,756,046
SPEECH OR LANGUAGE IMPAIRMENTS	1,017,985	1,020,330	1,026,884	1,048,729	1,067,181
MENTAL RETARDATION	553,819	570,517	585,575	591,596	603,408
EMOTIONAL DISTURBANCE	414,951	428,049	439,165	446,343	455,194
MULTIPLE DISABILITIES	109,717	89,620	94,535	99,494	107,234
HEARING IMPAIRMENTS	64,665	65,204	68,039	68,730	69,672
ORTHOPEDIC IMPAIRMENTS	56,852	60,467	63,156	66,346	67,502
OTHER HEALTH IMPAIRMENTS	83,079	107,133	134,161	161,316	191,153
VISUAL IMPAIRMENTS	24,804	24,713	25,490	25,739	26,070
AUTISM	19,058	22,664	29,076	34,373	42,511
DEAF-BLINDNESS	1,369	1,331	1,387	1,260	1,463
TRAUMATIC BRAIN INJURY	5,395	7,259	9,579	10,467	11,914
DEVELOPMENTAL DELAY					1,944
ALL DISABILITIES	4,779,359	4,907,511	5,078,951	5,230,740	5,401,292

Data from 1988-89 through 1993-94 for all age groups include children with disabilities served under Chapter 1
of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities
were provided only through IDEA, Parts B and H. Infants and toddlers were first served under Part H in 1987-
88; however, the data collection was unreliable in the early years of the program. Consequently, counts of
children served under Part H are included in the totals presented only for 1991-92 forward.
Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in
1991-92. States had the option of reporting children ages 3-9 under developmental delay beginning in 1997-98.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB1

Number of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	41,587	37,558	14,193	1,018	140	458	246	373
ALASKA	9,503	4,989	1,915	235	8	3	14	17
ARIZONA	35,337	25,762	14,812	981	1,157	622	139	195
ARKANSAS	22,229	22,037	8,368	148	1,528	0	545	599
CALIFORNIA	307,764	113,531	140,737	7,422	9,475	1,128	1,202	2,736
COLORADO	49,756	11,331	7,476	1,113	241	419	626	496
CONNECTICUT	41,911	14,190	14,573	1,233	2,074	92	782	154
DELAWARE	4,133	9,404	1,357	854	22	67	0	98
DISTRICT OF COLUMBIA	1,357	1,450	2,582	831	833	2	0	0
FLORIDA	122,411	74,512	105,674	6,714	1,068	1,467	9	1,925
GEORGIA	53,632	47,724	37,189	1,095	131	551	92	277
HAWAII	7,793	5,877	4,345	48	43	69	10	66
IDAHO	16,388	5,717	1,747	837	220	121	44	78
ILLINOIS	98,829	72,197	75,189	10,694	4,925	851	739	1,083
INDIANA	80,027	19,004	36,298	1,295	26	617	417	604
IOWA	38,518	17,322	9,862	1,420	0	517	125	265
KANSAS	33,117	13,154	7,758	733	104	222	96	170
KENTUCKY	46,702	24,888	11,952	469	223	373	108	323
LOUISIANA	33,829	17,716	38,248	947	111	1,082	35	804
MAINE	17,046	10,184	3,689	371	786	25	233	719
MARYLAND	46,368	24,589	25,479	3,977	2,559	584	566	508
MASSACHUSETTS	108,206	19,244	21,849	2,595	4,889	.	1,151	1,089
MICHIGAN	89,755	42,280	46,938	10,725	.	288	164	3,401
MINNESOTA	64,301	21,611	10,391	1,423	271	704	402	215
MISSISSIPPI	24,687	23,155	15,998	514	95	429	24	596
MISSOURI	48,361	44,955	20,518	3,025	542	415	39	232
MONTANA	10,430	5,723	1,873	228	63	104	100	44
NEBRASKA	24,357	8,631	5,047	1,232	123	134	39	516
NEVADA	13,278	11,119	4,706	718	5	29	4	113
NEW HAMPSHIRE	13,800	6,250	4,879	875	392	75	375	174
NEW JERSEY	92,936	49,350	41,500	6,360	11,176	686	111	1,277
NEW MEXICO	16,815	13,521	17,758	377	17	302	27	311
NEW YORK	182,252	48,256	128,595	25,211	9,507	2,529	4,026	1,512
NORTH CAROLINA	90,757	52,795	26,232	2,171	687	721	294	749
NORTH DAKOTA	9,675	1,726	916	174	32	57	46	78
OHIO	133,395	52,692	24,816	11,465	0	958	3	2,631
OKLAHOMA	36,974	24,723	10,629	655	129	354	92	305
OREGON	44,197	11,330	4,996	921	1,049	744	88	429
PENNSYLVANIA	82,446	62,494	60,517	3,679	3,527	1,421	463	1,645
PUERTO RICO	4,788	25,453	11,653	1,789	1,002	51	23	1,301
RHODE ISLAND	13,217	4,942	6,997	188	620	170	306	160
SOUTH CAROLINA	35,793	30,904	21,582	868	68	395	46	705
SOUTH DAKOTA	8,767	3,756	2,064	70	101	99	182	21
TENNESSEE	60,322	38,567	22,722	1,092	742	201	7	1,711
TEXAS	127,183	220,602	105,111	4,014	48	501	19	4,920
UTAH	23,212	17,075	10,807	1,219	.	185	.	174
VERMONT	9,664	770	637	174	156	17	161	189
VIRGINIA	61,139	42,288	36,669	1,351	861	385	314	1,247
WASHINGTON	52,050	32,712	20,106	1,072	345	132	23	594
WEST VIRGINIA	23,112	15,385	8,202	110	7	116	11	374
WISCONSIN	42,370	41,772	24,337	1,114	70	477	31	231
WYOMING	8,123	4,895	1,228	51	42	122	77	56
AMERICAN SAMOA	213	93	58	0	0	0	0	0
GUAM	612	685	593	25	8	1	12	0
NORTHERN MARIANAS	245	50	27	0	0	0	0	1
PALAU	48	56	23	0	0	0	0	6
VIRGIN ISLANDS	202	385	613	0	8	0	15	18
BUR. OF INDIAN AFFAIRS	3,200	3,859	648	38	1	18	103	15
U.S. AND OUTLYING AREAS	2,651,394	1,534,941	1,285,626	129,578	61,260	22,479	14,828	38,520
50 STATES, D.C. & P.R.	2,646,914	1,529,407	1,281,664	129,515	61,243	22,460	14,700	38,490

Please see data notes for an explanation of individual State differences.
The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB1

Number of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

	NUMBER	
STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	193	469
ALASKA	89	39
ARIZONA	74	414
ARKANSAS	28	62
CALIFORNIA	3,083	824
COLORADO	300	0
CONNECTICUT	298	1,180
DELAWARE	128	0
DISTRICT OF COLUMBIA	7	0
FLORIDA	1,709	3,179
GEORGIA	455	510
HAWAII	68	85
IDAHO	11	60
ILLINOIS	436	2,742
INDIANA	247	3,447
IOWA	117	1,026
KANSAS	153	441
KENTUCKY	193	452
LOUISIANA	271	1,660
MAINE	87	-
MARYLAND	352	418
MASSACHUSETTS	[illegible]	
MICHIGAN	306	2,517
MINNESOTA	76	
MISSISSIPPI	0	0
MISSOURI	639	2,480
MONTANA	15	21
NEBRASKA	40	1,282
NEVADA	146	48
NEW HAMPSHIRE	70	4
NEW JERSEY	559	14,241
NEW MEXICO	180	177
NEW YORK	1,017	11,427
NORTH CAROLINA	320	1,492
NORTH DAKOTA	6	174
OHIO	631	9,461
OKLAHOMA	88	94
OREGON	196	
PENNSYLVANIA	556	533
PUERTO RICO	21	411
RHODE ISLAND	172	456
SOUTH CAROLINA	362	193
SOUTH DAKOTA	8	201
TENNESSEE	472	
TEXAS	771	3,032
UTAH	68	0
VERMONT	0	40
VIRGINIA	524	387
WASHINGTON	230	505
WEST VIRGINIA	86	311
WISCONSIN	373	1,116
WYOMING		
AMERICAN SAMOA	0	0
GUAM	11	11
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	2	8
BUR. OF INDIAN AFFAIRS	6	0
U.S. AND OUTLYING AREAS	16,748	65,703
50 STATES, D.C. & P.R.	16,725	65,684

Please see data notes for an explanation of individual State differences.
The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB1

Percentage of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	44.67	38.49	14.55	1.04	0.14	0.47	0.25	0.38
ALASKA	56.96	29.90	11.48	1.41	0.05	0.02	0.08	0.10
ARIZONA	45.09	32.47	18.67	1.24	1.46	0.66	0.18	0.25
ARKANSAS	40.09	39.74	15.09	0.27	2.76	0.00	0.98	1.08
CALIFORNIA	52.70	19.44	24.10	1.27	1.62	0.19	0.21	0.47
COLORADO	69.63	15.86	10.46	1.56	0.34	0.59	0.88	0.69
CONNECTICUT	55.87	18.92	19.42	1.64	2.76	0.12	1.06	0.21
DELAWARE	26.27	59.76	8.62	4.16	0.14	0.43	0.00	0.62
DISTRICT OF COLUMBIA	19.24	20.56	36.61	11.78	11.81	0.00	0.00	0.00
FLORIDA	39.01	23.75	33.68	2.14	0.34	0.47	0.00	0.61
GEORGIA	38.12	33.92	26.43	0.78	0.09	0.39	0.07	0.20
HAWAII	42.65	32.17	23.78	0.26	0.24	0.38	0.16	0.36
IDAHO	65.16	22.73	6.95	3.33	0.87	0.48	0.17	0.31
ILLINOIS	37.16	27.29	28.43	4.04	1.86	0.32	0.29	0.41
INDIANA	57.87	13.74	26.25	0.94	0.02	0.45	0.30	0.44
IOWA	56.62	25.46	14.50	2.09	0.00	0.76	0.18	0.39
KANSAS	59.83	23.76	14.02	1.32	0.19	0.40	0.17	0.31
KENTUCKY	54.92	29.27	14.05	0.55	0.26	0.44	0.13	0.38
LOUISIANA	36.46	19.10	41.23	1.02	0.12	1.17	0.04	0.87
MAINE	51.57	30.81	11.16	1.12	2.38	0.08	0.70	2.18
MARYLAND	44.32	23.50	24.35	3.90	2.45	0.56	0.54	0.49
MASSACHUSETTS	68.04	12.10	13.74	1.63	3.07		0.72	0.68
MICHIGAN	46.37	21.84	24.25	5.54		0.15	0.08	1.76
MINNESOTA	63.46	21.33	10.26	3.38	0.27	0.69	0.40	0.21
MISSISSIPPI	37.70	35.36	24.43	0.78	0.15	0.62	0.04	0.91
MISSOURI	40.95	38.06	17.37	2.56	0.46	0.36	0.03	0.20
MONTANA	56.17	30.82	10.09	1.23	0.36	0.56	0.54	0.24
NEBRASKA	61.08	21.64	12.66	2.59	0.31	0.34	0.10	1.29
NEVADA	44.30	37.10	15.70	2.40	0.02	0.10	0.01	0.38
NEW HAMPSHIRE	51.48	23.66	18.47	2.55	1.46	0.28	1.42	0.66
NEW JERSEY	45.92	24.38	20.50	3.14	5.03	0.34	0.05	0.65
NEW MEXICO	34.12	27.44	35.93	1.17	0.53	0.61	0.05	0.63
NEW YORK	42.49	12.64	33.67	6.60	2.49	0.66	1.05	0.40
NORTH CAROLINA	59.55	20.21	17.21	1.42	0.45	0.47	0.19	0.49
NORTH DAKOTA	76.16	13.59	7.21	1.37	0.25	0.45	0.36	0.61
OHIO	59.04	23.32	10.98	5.07	0.00	0.42	0.00	1.16
OKLAHOMA	50.06	33.47	14.39	0.89	0.17	0.48	0.12	0.41
OREGON	69.32	17.77	7.84	1.44	1.65	1.17	0.14	0.67
PENNSYLVANIA	38.14	28.91	27.99	1.70	1.63	0.66	0.21	0.76
PUERTO RICO	10.40	55.26	25.30	3.88	2.18	0.11	0.05	2.82
RHODE ISLAND	49.69	18.58	26.30	0.71	2.33	0.64	1.15	0.60
SOUTH CAROLINA	39.61	34.20	23.88	0.96	0.08	0.44	0.05	0.78
SOUTH DAKOTA	58.21	24.84	13.71	0.46	0.67	0.66	1.21	0.14
TENNESSEE	48.12	30.76	18.12	0.87	0.59	0.16	0.01	1.36
TEXAS	27.51	47.71	22.73	0.87	0.01	0.11	0.00	1.06
UTAH	44.07	32.42	20.52	2.31		0.35		0.33
VERMONT	82.12	6.54	5.41	1.48	1.33	0.14	1.37	1.61
VIRGINIA	42.24	29.21	25.33	0.93	0.59	0.61	0.22	0.86
WASHINGTON	48.63	30.56	18.79	1.00	0.32	0.12	0.02	0.55
WEST VIRGINIA	48.85	32.51	17.33	0.23	0.01	0.25	0.02	0.79
WISCONSIN	38.37	37.83	22.04	1.03	0.06	0.43	0.03	0.21
WYOMING	56.83	32.15	8.59	0.36	0.29	0.85	0.54	0.39
AMERICAN SAMOA	57.57	26.76	15.68	0.00	0.00	0.00	0.00	0.00
GUAM	31.64	35.42	30.66	1.29	0.41	0.05	0.52	0.00
NORTHERN MARIANAS	78.51	13.77	7.44	0.00	0.00	0.00	0.00	0.28
PALAU	36.09	42.11	17.29	0.00	0.00	0.00	0.00	4.51
VIRGIN ISLANDS	16.33	31.12	49.56	0.00	0.65	0.00	1.21	1.13
BUR. OF INDIAN AFFAIRS	40.60	48.96	8.22	0.48	0.01	0.23	1.31	0.19
U.S. AND OUTLYING AREAS	46.20	26.75	22.40	2.26	1.07	0.39	0.26	0.67
50 STATES, D.C. & P.R.	46.22	26.71	22.42	2.26	1.07	0.39	0.26	0.67

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

All Disabilities

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	36,891	36,749	13,799	952	54	431	245	241
ALASKA	9,241	4,964	1,619	235	6	1	14	9
ARIZONA	33,039	23,536	12,062	950	814	405	138	164
ARKANSAS	18,761	20,819	6,732	114	342	0	529	272
CALIFORNIA	278,074	110,861	119,772	724	9,156	1,067	2,189	2,512
COLORADO	45,680	10,298	5,558	648	242	414	626	446
CONNECTICUT	38,523	13,745	11,671	1,736	1,907	91	792	126
DELAWARE	3,292	8,835	1,024	564	21	67	0	45
DISTRICT OF COLUMBIA	1,146	1,423	2,568	774	755	0	0	0
FLORIDA	111,545	72,670	94,966	6,300	652	1,434	9	1,741
GEORGIA	46,581	44,058	34,152	841	16	516	49	107
HAWAII	7,519	5,816	3,419	42	42	49	30	66
IDAHO	14,807	5,164	1,579	252	19	111	43	64
ILLINOIS	86,128	71,167	65,120	8,701	4,742	842	739	1,026
INDIANA	74,781	18,028	29,841	1,033	26	615	417	472
IOWA	35,061	16,781	8,370	1,284	5	501	116	50
KANSAS	29,976	12,148	5,573	726	91	220	96	165
KENTUCKY	33,193	24,182	11,560	272	91	369	127	257
LOUISIANA	29,270	17,198	34,087	738	110	1,060	35	778
MAINE	15,087	9,992	3,499	194	238	17	231	124
MARYLAND	41,603	22,694	21,223	3,477	2,421	523	565	334
MASSACHUSETTS	95,041	19,013	20,848	2,559	4,933		1,152	1,368
MICHIGAN	84,244	41,718	40,652	7,549		241	164	521
MINNESOTA	58,983	19,443	6,965	3,416	265	698	397	215
MISSISSIPPI	20,867	22,484	14,723	297	37	389	20	426
MISSOURI	44,843	43,776	17,750	2,651	530	429	35	230
MONTANA	9,400	5,403	1,627	150	22	94	98	43
NEBRASKA	23,459	8,282	3,762	612	98	126	39	290
NEVADA	12,217	11,096	2,700	570	0	29	4	95
NEW HAMPSHIRE	12,425	6,098	4,151	570	374	75	371	77
NEW JERSEY	86,192	47,262	35,603	5,276	9,319	663	110	1,214
NEW MEXICO	15,125	13,321	15,231	415	5	236	27	266
NEW YORK	153,919	47,450	122,297	24,134	7,713	2,497	1,992	1,466
NORTH CAROLINA	79,207	30,022	23,164	1,589	331	653	268	566
NORTH DAKOTA	9,107	1,633	608	15	25	55	46	19
OHIO	127,654	51,634	17,383	7,789	0	948	0	2,210
OKLAHOMA	34,133	24,327	8,869	437	110	340	74	277
OREGON	40,904	11,019	1,799	619	686	742	84	250
PENNSYLVANIA	73,900	60,633	52,011	3,615	3,148	1,410	444	444
PUERTO RICO	2,509	24,666	10,899	1,618	823	49	23	999
RHODE ISLAND	12,168	4,571	6,114	169	489	170	305	159
SOUTH CAROLINA	27,993	30,229	19,889	738	43	391	46	594
SOUTH DAKOTA	8,333	3,217	860	67	101	97	176	21
TENNESSEE	53,181	37,392	21,149	987	695	136	7	1,665
TEXAS	110,318	219,309	92,918	3,735	43	499	19	4,695
UTAH	21,328	15,412	9,986	1,172		185		165
VERMONT	8,824	752	426	130	128	17	160	97
VIRGINIA	54,743	41,513	31,439	1,142	776	878	314	374
WASHINGTON	48,071	30,925	14,040	584	212	118	23	456
WEST VIRGINIA	20,109	14,908	6,787	56	7	113	11	157
WISCONSIN	56,752	40,470	17,631	477	64	467	91	203
WYOMING	7,726	4,539	1,219	50	36	121	77	66
AMERICAN SAMOA	170	99	58	0	0	0	0	0
GUAM	515	657	549	24	9	1	13	0
NORTHERN MARIANAS	233	50	27	0	0	0	0	1
PALAU	45	56	22	0	0	0	2	2
VIRGIN ISLANDS	202	385	613	0	8	0	15	14
BUR. OF INDIAN AFFAIRS	3,200	3,859	648	38	1	18	129	15
U.S. AND OUTLYING AREAS	2,388,238	1,488,540	1,118,705	108,846	52,727	21,785	14,651	28,314
50 STATES, D.C. & P.R.	2,381,873	1,483,434	1,116,792	108,784	52,701	21,766	14,521	28,282

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE, FACIL=FACILITY, RESID=RESIDENTIAL, HOSP=HOSPITAL, ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	41.27	41.21	15.44	1.06	0.09	0.48	0.27	0.27
ALASKA	57.42	32.85	10.06	1.46	0.05	0.02	0.08	0.06
ARIZONA	46.34	32.47	17.54	1.33	1.14	0.57	0.19	0.23
ARKANSAS	39.44	43.78	14.15	0.28	0.72	0.00	1.11	0.57
CALIFORNIA	52.06	22.99	21.47	1.06	1.73	0.21	0.23	0.48
COLORADO	71.64	16.98	8.66	1.44	0.37	0.64	0.97	0.69
CONNECTICUT	56.89	20.13	17.18	1.52	2.91	0.14	1.16	0.19
DELAWARE	24.72	63.62	8.47	4.06	0.15	0.49	0.00	0.61
DISTRICT OF COLUMBIA	[illegible]	21.55	64.92	11.61	11.35	0.00	0.00	0.00
FLORIDA	[illegible]	25.12	32.42	2.14	0.23	0.50	0.00	0.50
GEORGIA	36.35	34.96	27.52	2.64	0.01	0.42	[illegible]	[illegible]
HAWAII	44.24	34.21	20.57	0.25	0.14	0.41	0.18	0.39
IDAHO	67.49	23.54	[illegible]	0.68	[illegible]	0.51	[illegible]	[illegible]
ILLINOIS	[illegible]	29.61	27.29	[illegible]	2.06	[illegible]	0.31	[illegible]
INDIANA	[illegible]	34.47	24.66	[illegible]	[illegible]	0.49	[illegible]	[illegible]
IOWA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.41	[illegible]	[illegible]
KANSAS	[illegible]	[illegible]	[illegible]	[illegible]	0.19	0.45	[illegible]	0.14
KENTUCKY	47.40	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
LOUISIANA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MAINE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MARYLAND	[illegible]	[illegible]	[illegible]	1.67	[illegible]	[illegible]	[illegible]	[illegible]
MASSACHUSETTS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MICHIGAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.16	[illegible]	[illegible]
MINNESOTA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.44	0.14
MISSISSIPPI	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MISSOURI	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MONTANA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEBRASKA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEVADA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW HAMPSHIRE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.52	[illegible]
NEW JERSEY	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW MEXICO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW YORK	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.40
NORTH CAROLINA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH DAKOTA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.40	[illegible]
OHIO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.06
OKLAHOMA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OREGON	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PENNSYLVANIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PUERTO RICO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
RHODE ISLAND	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SOUTH CAROLINA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.49	[illegible]	0.74
SOUTH DAKOTA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TENNESSEE	[illegible]	12.44	[illegible]	0.46	[illegible]	[illegible]	[illegible]	1.44
TEXAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
UTAH	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]		[illegible]
VERMONT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1.52	0.92
VIRGINIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.24	[illegible]
WASHINGTON	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WEST VIRGINIA	47.60	[illegible]	[illegible]	0.23	[illegible]	[illegible]	[illegible]	[illegible]
WISCONSIN	[illegible]	41.92	16.27	0.91	[illegible]	0.48	[illegible]	0.21
WYOMING	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.41
AMERICAN SAMOA	[illegible]	[illegible]	17.74	[illegible]	0.00	0.00	[illegible]	[illegible]
GUAM	29.21	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTHERN MARIANAS	[illegible]	[illegible]	[illegible]	[illegible]	0.00	[illegible]	[illegible]	[illegible]
PALAU	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VIRGIN ISLANDS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
BUR. OF INDIAN AFFAIRS	[illegible]	[illegible]	[illegible]	[illegible]	0.05	[illegible]	[illegible]	[illegible]
U.S. AND OUTLYING AREAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.42	[illegible]	0.54
50 STATES, D.C. & P.R.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.42	[illegible]	0.54

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15,237	21,779	7,335	38	5	2	7	21
ALASKA	5,638	3,727	501	26	4	2	8	1
ARIZONA	17,637	19,454	4,668	10	84	0	23	29
ARKANSAS	8,480	11,939	1,244	9	19	0	21	97
CALIFORNIA	156,801	93,393	66,508	625	1,596	0	147	897
COLORADO	25,482	6,578	1,139	121	32	108	75	71
CONNECTICUT	21,573	8,376	4,319	132	409	14	85	26
DELAWARE	2,858	6,349	421	109	2	30	0	9
DISTRICT OF COLUMBIA	634	1,056	1,623	112	346	0	0	0
FLORIDA	37,930	59,697	39,465	157	195	271	1	108
GEORGIA	16,127	18,928	5,249	9	1	6	0	12
HAWAII	3,981	3,633	1,073	4	30	13	2	11
IDAHO	9,617	3,237	224	32	1	1	21	16
ILLINOIS	28,591	60,161	30,624	582	196	132	14	45
INDIANA	30,646	8,523	8,749	24	2	90	21	150
IOWA	17,895	9,478	2,023	151	0	69	25	8
KANSAS	13,307	7,136	981	15	2	18	6	44
KENTUCKY	8,489	11,250	2,406	28	1	9	7	20
LOUISIANA	9,819	12,605	14,648	34	21	141	3	217
MAINE	6,825	5,496	564	10	24	1	6	37
MARYLAND	19,531	14,360	9,401	130	104	12	14	108
MASSACHUSETTS	65,131	13,606	7,828	429	712		118	59
MICHIGAN	36,136	30,095	16,431	910		11	35	61
MINNESOTA	28,168	9,267	879	346	25	51	35	21
MISSISSIPPI	6,028	16,815	7,490	27	5	10	0	150
MISSOURI	27,581	29,928	5,776	158	38	43	3	53
MONTANA	4,820	4,221	453	21	11	2	19	9
NEBRASKA	10,722	4,169	519	47	7	49	1	12
NEVADA	6,718	9,477	958	28	0	21	1	32
NEW HAMPSHIRE	7,193	3,267	1,994	12	69	17	76	20
NEW JERSEY	38,129	39,414	22,767	722	1,767	43	3	379
NEW MEXICO	8,083	10,007	8,437	84	0	9	2	97
NEW YORK	102,290	32,770	68,166	2,628	1,082	79	391	262
NORTH CAROLINA	39,208	15,473	3,419	28	12	1	13	69
NORTH DAKOTA	4,954	625	27	2	4	3	4	5
OHIO	64,537	12,490	1,776	69	0	202	0	128
OKLAHOMA	18,335	17,069	1,536	105	45	42	12	74
OREGON	22,985	7,326	549	128	127	63	10	53
PENNSYLVANIA	30,702	45,211	24,815	256	0	201	0	60
PUERTO RICO	584	15,080	2,292	352	201	2	0	23
RHODE ISLAND	7,332	3,315	3,724	43	64	11	17	14
SOUTH CAROLINA	7,455	21,176	5,945	6	10	15	2	143
SOUTH DAKOTA	4,305	1,993	90	7	9	2	6	1
TENNESSEE	24,734	25,029	6,646	74	155	2	0	364
TEXAS	39,629	174,495	40,098	356	1	6	0	394
UTAH	11,442	12,252	4,020	109	-	33		44
VERMONT	4,137	312	53	22	22	2	33	21
VIRGINIA	23,095	31,496	10,788	26	130	169	25	89
WASHINGTON	21,810	18,475	4,146	60	19	13	5	34
WEST VIRGINIA	7,753	9,670	1,663'	3	2	1	2	30
WISCONSIN	13,742	27,302	3,283	68	4	45	2	29
WYOMING	3,748	3,028	291	8	6	21	11	17
AMERICAN SAMOA	154	90	0	0	0	0	0	0
GUAM	308	582	416	12	3	0	5	0
NORTHERN MARIANAS	162	28	7	0	0	0	0	0
PALAU	41	51	4	0	0	0	0	0
VIRGIN ISLANDS	24	216	196	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	1,748	2,475	286	7	0	2	3	4
U.S. AND OUTLYING AREAS	1,146,169	1,035,406	454,822	9,542	7,789	2,091	1,351	4,679
50 STATES, D.C. & P.R.	1,143,731	1,031,964	453,913	9,523	7,786	2,089	1,342	4,675

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE, FACIL=FACILITY; RESID=RESIDENTIAL, HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	39.65	56.68	3.47	0.10	0.01	0.01	0.02	0.06
ALASKA	56.92	37.61	5.06	0.26	0.04	0.02	0.08	0.01
ARIZONA	42.09	46.40	11.13	0.07	0.20	0.00	0.05	0.07
ARKANSAS	39.90	54.77	5.71	0.00	0.09	0.02	0.10	0.44
CALIFORNIA	49.01	29.19	20.79	0.28	0.56	0.00	0.05	0.28
COLORADO	75.41	19.59	3.39	0.38	0.10	0.32	0.22	0.21
CONNECTICUT	61.95	23.98	12.36	0.39	1.37	0.04	0.24	0.07
DELAWARE	21.60	71.11	4.72	1.12	0.92	0.34	0.00	0.09
DISTRICT OF COLUMBIA	18.12	27.96	42.36	2.92	8.03	0.00	0.00	0.00
FLORIDA	27.55	43.49	28.62	0.11	0.14	0.20	0.00	0.08
GEORGIA	39.49	46.91	13.01	0.02	0.50	0.01	0.00	0.03
HAWAII	45.51	41.53	12.27	0.05	0.44	0.15	0.02	0.13
IDAHO	72.96	24.78	1.72	0.25	0.01	0.01	0.16	0.12
ILLINOIS	23.76	49.99	25.45	0.48	0.25	0.11	0.01	0.04
INDIANA	63.57	17.69	18.15	0.05	0.50	0.19	0.04	0.31
IOWA	60.35	32.97	6.82	0.43	[illegible]	0.27	0.08	0.03
KANSAS	63.96	31.27	4.57	0.01	0.01	0.08	0.03	0.20
KENTUCKY	38.22	50.66	10.83	0.13	0.17	0.04	0.03	0.09
LOUISIANA	16.19	33.62	39.07	0.09	0.36	0.69	0.01	0.56
MAINE	52.71	42.40	4.36	0.08	0.19	0.01	0.05	0.13
MARYLAND	44.51	32.74	21.43	0.00	0.69	0.03	0.03	0.25
MASSACHUSETTS	74.12	15.47	8.90	0.49	0.81		0.13	0.07
MICHIGAN	43.25	35.91	19.65	1.09		0.01	0.04	0.07
MINNESOTA	72.82	23.83	2.07	0.47	0.05	0.13	0.09	0.05
MISSISSIPPI	19.73	55.13	24.54	0.09	0.02	0.03	0.00	0.49
MISSOURI	39.59	50.23	9.69	0.27	0.08	0.07	0.01	0.09
MONTANA	50.44	44.17	4.74	0.22	0.12	0.02	0.20	0.09
NEBRASKA	69.0	26.84	3.34	0.33	0.05	0.31	0.05	0.08
NEVADA	38.92	55.01	5.56	0.16	0.02	0.12	0.01	0.19
NEW HAMPSHIRE	57.29	26.14	15.07	0.10	0.55	0.14	0.65	0.16
NEW JERSEY	38.74	36.19	22.05	0.90	1.71	0.04	0.01	0.47
NEW MEXICO	30.25	37.45	31.57	0.31	0.00	0.03	0.02	0.36
NEW YORK	49.26	15.79	32.92	1.27	0.52	0.04	0.19	0.13
NORTH CAROLINA	67.29	26.66	5.67	0.05	0.02	0.00	0.06	0.15
NORTH DAKOTA	88.29	11.11	0.48	0.04	0.07	0.05	0.07	0.09
OHIO	81.46	15.77	2.24	0.11	0.05	0.25	0.00	0.16
OKLAHOMA	49.26	45.86	4.13	0.29	0.12	0.11	0.01	0.20
OREGON	73.57	23.45	1.76	0.41	0.41	0.20	0.03	0.17
PENNSYLVANIA	30.32	44.66	24.52	0.25	0.00	0.20	0.02	0.06
PUERTO RICO	4.15	81.36	12.37	1.90	1.08	0.01	0.00	0.12
RHODE ISLAND	50.48	22.82	25.64	0.43	0.44	0.08	0.12	0.10
SOUTH CAROLINA	21.45	60.93	17.11	0.02	0.03	0.04	0.01	0.41
SOUTH DAKOTA	67.13	31.08	1.40	0.11	0.14	0.03	0.09	0.02
TENNESSEE	43.39	43.91	11.66	0.13	0.27	0.00	0.00	0.64
TEXAS	15.54	69.44	15.73	0.14	0.00	0.00	0.00	0.15
UTAH	41.02	43.72	14.41	0.39		0.12		0.16
VERMONT	89.90	6.76	1.15	0.48	0.48	0.04	0.72	0.46
VIRGINIA	36.09	47.89	15.39	0.04	0.20	0.26	0.04	0.14
WASHINGTON	48.34	41.46	9.30	0.13	0.04	0.03	0.01	0.79
WEST VIRGINIA	40.54	50.56	8.70	0.02	0.01	0.01	0.01	0.16
WISCONSIN	30.90	61.39	7.38	0.15	0.01	0.10	0.00	0.07
WYOMING	52.57	42.47	4.08	0.11	0.08	0.29	0.15	0.24
AMERICAN SAMOA	63.11	36.89	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	29.21	41.99	31.37	0.90	0.23	0.00	0.34	0.00
NORTHERN MARIANAS	82.23	14.21	3.55	0.00	0.00	0.00	0.00	0.00
PALAU	42.71	53.13	4.17	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	5.40	49.41	44.85	0.00	0.00	0.00	0.23	0.08
BUR. OF INDIAN AFFAIRS	38.63	54.70	6.32	0.15	0.00	0.04	0.07	0.09
U.S. AND OUTLYING AREAS	43.06	38.90	17.09	0.36	0.29	0.08	0.05	0.18
50 STATES, D.C. & P.R.	43.08	38.87	17.10	0.36	0.29	0.08	0.05	0.18

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	16,270	191	79	8	2	1	2	6
ALASKA	2,843	357	35	18	1	0	0	5
ARIZONA	11,907	812	155	41	132	0	3	4
ARKANSAS	7,289	934	102	6	1	1	0	2
CALIFORNIA	101,615	5,841	6,539	62	91	0	1	57
COLORADO	10,344	644	174	11	3	0	1	[illegible]
CONNECTICUT	9,151	1,176	604	19	35	4	0	8
DELAWARE	857	419	1	7	1	0	0	0
DISTRICT OF COLUMBIA	419	4	0	68	0	0	0	0
FLORIDA	44,851	2,576	2,691	11	43	25	0	24
GEORGIA	29,799	8,441	504	4	10	1	1	4
HAWAII	2,289	194	76	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
IDAHO	3,114	226	33	5	1	0	0	2
ILLINOIS	49,783	967	1,999	65	[illegible]	6	1	2
INDIANA	35,394	27	0	[illegible]	[illegible]	0	0	[illegible]
IOWA	7,565	269	317	11	0	1	1	1
KANSAS	10,631	258	45	[illegible]	0	1	0	2
KENTUCKY	17,951	575	5	1	16	2	0	1
LOUISIANA	13,499	124	675	6	1	6	[illegible]	1
MAINE	2,242	1,119	288	1	4	0	0	4
MARYLAND	17,197	4,569	1,861	147	101	1	8	47
MASSACHUSETTS	22,069	1,276	1,424	44	117	[illegible]	47	48
MICHIGAN	31,849	1,174	811	114	[illegible]	[illegible]	[illegible]	214
MINNESOTA	14,213	771	119	72	1	2	3	9
MISSISSIPPI	14,247	2,517	879	41	41	4	1	14
MISSOURI	16,127	4,5[illegible]	826	25	2	0	3	1
MONTANA	3,107	66	37	[illegible]	0	[illegible]	4	[illegible]
NEBRASKA	4,111	546	161	141	19	16	2	23
NEVADA	4,192	44	281	5	[illegible]	[illegible]	[illegible]	4
NEW HAMPSHIRE	2,979	3,909	826	49	17	6	12	8
NEW JERSEY	41,784	1,009	1,937	33	218	2	[illegible]	8
NEW MEXICO	8,219	3,409	1,697	9	[illegible]	[illegible]	1	16
NEW YORK	28,147	5,174	13,854	419	209	9	71	29
NORTH CAROLINA	26,344	251	218	3	6	1	0	4
NORTH DAKOTA	4,991	157	118	17	1	0	1	1
OHIO	46,820	[illegible]	[illegible]	83	[illegible]	24	[illegible]	[illegible]
OKLAHOMA	12,9[illegible]	1,184	8	10	13	4	[illegible]	2
OREGON	11,442	1,543	283	10	41	4	4	47
PENNSYLVANIA	56,150	1,957	774	0	[illegible]	0	0	24
PUERTO RICO	1,160	2,762	217	20	47	0	2	47
RHODE ISLAND	3,484	596	324	2	11	0	3	6
SOUTH CAROLINA	17,692	846	24	4	7	0	2	0
SOUTH DAKOTA	3,173	150	20	0	5	1	0	2
TENNESSEE	21,112	1,047	866	12	18	2	0	25
TEXAS	58,851	4,437	919	13	1	0	0	49
UTAH	8,947	1,904	496	3	[illegible]	2	[illegible]	1
VERMONT	1,591	121	53	5	8	3	1	14
VIRGINIA	24,417	273	768	10	28	0	2	37
WASHINGTON	14,793	142	830	43	3	0	4	33
WEST VIRGINIA	10,180	724	122	0	4	0	0	1
WISCONSIN	15,896	575	543	18	41	3	0	6
WYOMING	2,942	469	98	1	27	1	0	1
AMERICAN SAMOA	16	0	0	0	0	0	0	0
GUAM	148	11	1	1	0	0	1	0
NORTHERN MARIANAS	8	1	0	0	0	0	0	0
PALAU	2	2	1	0	0	0	0	1
VIRGIN ISLANDS	142	5	29	0	0	0	0	0
BUR OF INDIAN AFFAIRS	542	561	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	927,329	48,794	46,110	1,953	1,415	149	199	726
50 STATES, D.C. & P.R.	926,471	48,214	46,079	1,949	1,415	149	198	725

Please see data notes for an explanation of individual State differences.
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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	98.25	1.15	0.48	0.05	0.01	0.01	0.01	0.04
ALASKA	87.37	10.97	1.08	0.55	0.03	0.00	0.00	0.00
ARIZONA	91.23	6.22	1.19	0.31	1.01	0.00	0.00	0.03
ARKANSAS	91.86	6.72	1.29	0.08	0.04	0.00	0.00	0.03
CALIFORNIA	88.94	5.15	5.72	0.05	0.08	0.00	0.00	0.05
COLORADO	91.94	6.26	1.59	0.10	0.03	0.00	0.01	0.06
CONNECTICUT	81.73	12.29	5.39	0.17	0.31	0.04	0.00	0.07
DELAWARE	57.06	42.19	0.20	0.48	0.07	0.00	0.00	0.00
DISTRICT OF COLUMBIA	85.14	0.81	0.00	13.95	0.00	0.00	0.00	0.00
FLORIDA	92.33	3.69	3.84	0.02	0.06	0.03	0.00	0.03
GEORGIA	75.38	23.45	1.11	0.01	0.04	0.00	0.00	0.02
HAWAII	89.80	7.22	2.98	0.00				
IDAHO	92.15	6.47	1.12	0.14	0.06	0.00	0.00	0.06
ILLINOIS	94.30	1.68	3.86	0.13	0.01	0.01	0.00	0.00
INDIANA	99.91	0.08	0.00	0.00	0.00	0.01	0.00	0.00
IOWA	94.89	3.47	1.42	0.14	0.00	0.04	0.01	0.04
KANSAS	97.18	2.36	0.44	0.00	0.00	0.01	0.00	0.02
KENTUCKY	96.81	3.07	0.03	0.02	0.07	0.00	0.00	0.00
LOUISIANA	93.80	1.98	4.09	0.04	0.04	0.04	0.00	0.04
MAINE	76.74	19.56	3.49	0.01	0.13	0.00	0.00	0.06
MARYLAND	66.21	17.72	15.00	0.57	0.30	0.00	0.03	0.16
MASSACHUSETTS	87.52	5.02	6.44	0.17	0.46		0.19	0.19
MICHIGAN	92.97	3.23	2.22	1.03		0.02	0.02	0.59
MINNESOTA	93.41	5.04	0.79	0.47	0.05	0.01	0.13	0.06
MISSISSIPPI	81.34	14.25	4.95	0.23	0.12	0.03	0.01	0.07
MISSOURI	79.66	17.92	2.30	0.11	0.01	0.00	0.00	0.00
MONTANA	96.95	1.92	1.05	0.03	0.00	0.00	0.06	0.00
NEBRASKA	89.93	6.15	1.78	1.56	0.21	0.18	0.02	0.25
NEVADA	94.89	0.96	3.96	0.13	0.00	0.00	0.00	0.07
NEW HAMPSHIRE	51.27	28.67	18.20	0.94	0.51	0.02	0.24	0.16
NEW JERSEY	92.31	2.87	4.21	0.13	0.44	0.00	0.00	0.02
NEW MEXICO	59.76	20.58	19.38	0.09	0.00	0.00	0.01	0.14
NEW YORK	59.67	10.62	28.05	0.86	0.61	0.02	0.15	0.03
NORTH CAROLINA	98.30	0.75	0.82	0.01	0.09	0.00	0.01	0.01
NORTH DAKOTA	90.86	4.71	3.74	0.47	0.09	0.00	0.03	0.09
OHIO	99.80	0.00	0.00	0.14	0.00	0.06	0.00	0.00
OKLAHOMA	90.24	8.94	0.57	0.07	0.14	0.03	0.00	0.01
OREGON	89.37	7.88	2.02	0.23	0.32	0.07	0.02	0.11
PENNSYLVANIA	93.90	5.08	0.97	0.00	0.00	0.00	0.00	0.04
PUERTO RICO	27.35	64.79	5.00	0.47	2.04	0.00	0.05	0.30
RHODE ISLAND	80.47	12.13	7.07	0.02	0.24	0.00	0.02	0.04
SOUTH CAROLINA	95.28	4.56	0.13	0.00	0.04	0.00	0.00	0.00
SOUTH DAKOTA	96.10	3.03	0.61	0.00	0.09	0.03	0.09	0.06
TENNESSEE	83.84	12.10	3.84	0.05	0.06	0.01	0.00	0.10
TEXAS	91.60	6.89	1.46	0.02	0.00	0.00	0.00	0.02
UTAH	82.14	11.89	5.88	0.04		0.00		0.01
VERMONT	88.59	6.74	2.95	0.28	0.45	0.06	0.17	0.78
VIRGINIA	97.30	0.93	1.47	0.04	0.10	0.01	0.01	0.15
WASHINGTON	93.52	2.18	4.01	0.06	0.01	0.00	0.01	0.31
WEST VIRGINIA	93.11	6.63	0.20	0.00	0.04	0.00	0.00	0.03
WISCONSIN	93.22	3.37	3.18	0.11	0.06	0.02	0.00	0.04
WYOMING	84.26	13.42	1.66	0.03	0.57	0.03	0.00	0.03
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	90.24	6.71	1.83	0.61	0.00	0.00	0.61	0.00
NORTHERN MARIANAS	85.71	14.29	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	33.33	33.33	16.67	0.00	0.00	0.00	0.00	16.67
VIRGIN ISLANDS	80.68	2.84	16.48	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	62.67	37.33	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	88.60	6.57	4.40	0.19	0.14	0.01	0.02	0.07
50 STATES, D.C. & P.R.	88.64	6.53	4.41	0.19	0.14	0.01	0.02	0.07

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,558	11,242	9,876	510	19	16	22	41
ALASKA	34	257	369	2	0	1	0	0
ARIZONA	509	1,288	4,307	185	82	0	4	16
ARKANSAS	1,350	6,257	4,108	2	178	0	198	81
CALIFORNIA	1,559	3,734	21,435	1,872	568	0	27	474
COLORADO	1,104	806	1,182	13	2	17	3	10
CONNECTICUT	398	854	2,358	194	117	8	25	1
DELAWARE	87	1,052	421	235	9	6	0	2
DISTRICT OF COLUMBIA	19	53	682	294	125	0	0	0
FLORIDA	966	2,684	28,382	3,312	50	68	0	160
GEORGIA	1,654	7,042	18,586	177	2	138	20	48
HAWAII	486	969	1,357	0		3	.	3
IDAHO	914	1,147	770	39	4	0	5	2
ILLINOIS	1,902	1,508	17,731	2,592	1,191	46	143	31
INDIANA	2,835	2,810	14,454	384	1	44	50	79
IOWA	4,835	4,539	3,515	313	0	42	15	5
KANSAS	1,130	4,752	2,576	95	22	20	48	10
KENTUCKY	5,721	9,161	5,018	36	15	7	8	78
LOUISIANA	348	1,232	10,523	310	61	294	7	119
MAINE	95	454	666	9	25	0	4	3
MARYLAND	425	891	3,592	1,099	135	4	26	16
MASSACHUSETTS	2,984	2,543	5,917	204	428		148	43
MICHIGAN	1,618	3,464	12,852	2,761		15	10	37
MINNESOTA	2,142	4,354	3,186	749	14	14	17	28
MISSISSIPPI	196	2,281	4,947	93	1	90	6	82
MISSOURI	364	2,608	6,857	1,391	73	30	9	62
MONTANA	244	448	648	2	2	8	8	5
NEBRASKA	1,535	2,312	1,585	203	11	17	15	25
NEVADA	127	572	792	224	0	1	1	3
NEW HAMPSHIRE	227	225	389	45	28	1	16	7
NEW JERSEY	102	793	2,291	800	597	62	8	57
NEW MEXICO	154	293	1,607	12	1	0	0	8
NEW YORK	1,093	1,273	9,566	4,275	511	22	111	70
NORTH CAROLINA	3,937	9,322	12,168	825	180	27	40	117
NORTH DAKOTA	395	520	319	2	2	3	7	12
OHIO	9,429	10,461	8,238	312	0	249	0	152
OKLAHOMA	1,107	4,247	4,403	80	18	20	8	29
OREGON	1,107	1,033	1,469	67	23	17	5	16
PENNSYLVANIA	1,620	7,916	16,127	1,541	117	47	45	72
PUERTO RICO	249	4,971	6,810	1,017	248	20	19	224
RHODE ISLAND	32	57	869	6	102	2	14	4
SOUTH CAROLINA	1,105	4,681	10,261	348	2	78	17	222
SOUTH DAKOTA	262	737	395	15	32	6	41	1
TENNESSEE	1,271	5,243	8,631	213	148	4	5	80
TEXAS	390	1,838	20,480	1,032	13	181	3	222
UTAH	154	425	2,376	261		1		13
VERMONT	383	161	172	7	9	0	10	10
VIRGINIA	338	1,207	10,501	160	65	90	35	60
WASHINGTON	1,221	1,204	3,227	71	12	4	2	6
WEST VIRGINIA	641	1,196	4,231	24	1	0	3	43
WISCONSIN	922	1,934	7,593	372	7	65	9	35
WYOMING	58	242	342	8	1	30	5	3
AMERICAN SAMOA	0	0	24	0	0	0	0	0
GUAM	11	42	71	1	0	0	2	0
NORTHERN MARIANAS	24	7	8	0	0	0	0	1
PALAU	1	0	4	0	0	0	0	1
VIRGIN ISLANDS	5	140	300	0	1	0	1	1
BUR. OF INDIAN AFFAIRS	81	329	89	24	0	0	18	2
U.S. AND OUTLYING AREAS	62,248	168,516	321,132	29,254	5,452	1,813	1,243	2,932
50 STATES, D.C. & P.R.	62,126	168,008	320,629	29,227	5,451	1,813	1,222	2,927

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6.69	48.28	42.42	2.19	0.08	0.07	0.09	0.18
ALASKA	13.00	35.55	51.04	0.28	0.00	0.14	0.00	0.00
ARIZONA	7.96	20.15	67.39	2.89	1.28	0.00	0.06	0.25
ARKANSAS	11.09	51.40	33.74	0.02	1.46	0.00	1.63	0.67
CALIFORNIA	5.25	12.59	72.25	6.31	1.91	0.00	0.09	1.60
COLORADO	35.19	25.69	37.68	0.41	0.06	0.54	0.10	0.32
CONNECTICUT	10.06	21.59	59.62	4.91	2.96	0.20	0.63	0.03
DELAWARE	4.80	58.06	23.23	12.97	0.50	0.33	0.00	0.11
DISTRICT OF COLUMBIA	1.62	4.52	58.14	25.06	10.66	0.00	0.00	0.00
FLORIDA	2.73	7.59	79.51	9.37	0.14	0.19	0.00	0.45
GEORGIA	5.98	25.45	67.18	0.64	0.01	0.50	0.07	0.17
HAWAII	17.25	34.39	48.15	0.03	-	0.11		0.11
IDAHO	31.85	39.97	26.83	0.98	0.14	0.00	0.17	0.07
ILLINOIS	7.51	5.93	70.00	10.19	5.49	0.18	0.56	0.12
INDIANA	13.72	13.60	69.97	1.86	0.00	0.21	0.24	0.38
IOWA	36.45	34.22	26.50	2.36	0.00	0.32	0.11	0.04
KANSAS	20.00	30.97	45.58	1.68	0.39	0.35	0.85	0.18
KENTUCKY	20.63	50.78	27.82	0.20	0.06	0.04	0.04	0.43
LOUISIANA	2.70	9.56	81.60	2.41	0.47	2.28	0.05	0.92
MAINE	7.56	36.15	53.03	0.72	1.99	0.00	0.32	0.24
MARYLAND	6.91	14.49	57.77	17.88	2.20	0.07	0.42	0.26
MASSACHUSETTS	24.33	20.71	48.25	1.66	3.49	-	1.21	0.35
MICHIGAN	7.81	16.71	62.01	13.18	-	0.07	0.05	0.18
MINNESOTA	20.91	39.57	31.10	7.70	0.14	0.14	0.17	0.27
MISSISSIPPI	2.55	29.64	64.28	1.21	0.01	1.17	0.08	1.07
MISSOURI	3.07	21.96	58.41	15.10	0.61	0.25	0.08	0.52
MONTANA	17.88	32.82	47.47	0.15	0.15	0.59	0.59	0.37
NEBRASKA	26.92	40.54	27.79	3.56	0.19	0.30	0.26	0.44
NEVADA	7.79	35.09	43.07	13.74	0.00	0.06	0.06	0.18
NEW HAMPSHIRE	24.33	23.58	41.69	4.82	3.03	0.11	1.71	0.76
NEW JERSEY	2.16	16.83	48.66	16.98	12.67	1.32	0.17	1.21
NEW MEXICO	7.42	14.12	77.45	0.58	0.05	0.00	0.00	0.39
NEW YORK	6.24	7.54	56.66	25.34	3.03	0.13	0.66	0.41
NORTH CAROLINA	14.92	34.97	45.65	3.09	0.68	0.10	0.15	0.44
NORTH DAKOTA	31.37	41.30	25.26	0.16	0.16	0.24	0.56	0.95
OHIO	20.00	61.99	16.56	0.63	0.00	0.51	0.00	0.31
OKLAHOMA	11.12	41.08	44.28	0.80	0.18	0.20	0.08	0.29
OREGON	29.64	27.66	39.30	1.79	0.72	0.12	0.13	0.43
PENNSYLVANIA	5.89	28.80	58.68	5.61	0.43	0.17	0.16	0.26
PUERTO RICO	1.85	36.19	50.60	7.56	1.84	0.15	0.14	1.66
RHODE ISLAND	2.95	5.25	80.02	0.55	9.39	0.18	1.29	0.37
SOUTH CAROLINA	6.59	27.94	61.25	2.32	0.01	0.47	0.10	1.32
SOUTH DAKOTA	17.54	49.53	26.55	1.01	2.15	0.40	2.76	0.07
TENNESSEE	7.71	33.98	55.42	1.37	0.95	0.03	0.03	0.51
TEXAS	1.49	14.67	78.29	3.95	0.05	0.68	0.01	0.85
UTAH	4.77	13.16	73.56	8.08		0.03		0.40
VERMONT	72.71	11.91	12.72	0.52	0.67	0.00	0.74	0.74
VIRGINIA	2.34	22.18	72.64	1.11	0.45	0.62	0.24	0.42
WASHINGTON	15.76	41.36	41.65	0.92	0.15	0.05	0.01	0.08
WEST VIRGINIA	6.74	39.75	52.62	0.30	0.01	0.00	0.04	0.53
WISCONSIN	6.45	30.86	58.86	2.92	0.05	0.51	0.07	0.27
WYOMING	7.96	38.68	46.91	1.10	0.14	4.12	0.69	0.41
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	9.24	26.89	59.66	2.52	0.03	0.00	1.68	0.00
NORTHERN MARIANAS	64.86	18.92	13.51	0.00	0.00	0.00	0.00	2.70
PALAU	16.67	0.00	66.67	0.00	0.00	0.00	0.00	16.67
VIRGIN ISLANDS	1.12	31.25	66.96	0.00	0.22	0.00	0.22	0.22
BUR. OF INDIAN AFFAIRS	14.92	60.59	16.39	4.42	0.00	0.00	3.31	0.37
U.S. AND OUTLYING AREAS	10.50	28.44	54.19	4.94	0.92	0.31	0.21	0.49
50 STATES, D.C. & P.R.	10.50	28.41	54.21	4.94	0.92	0.31	0.21	0.49

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

EMOTIONAL DISTURBANCE

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,967	2,100	1,011	90	28	29	162	82
ALASKA	206	269	171	178	1	0	7	4
ARIZONA	1,132	1,069	1,922	311	319	17	108	16
ARKANSAS	76	114	134	0	25	0	61	15
CALIFORNIA	2,031	1,467	6,697	815	5,852	0	364	427
COLORADO	4,424	1,127	1,417	460	195	276	534	272
CONNECTICUT	3,707	1,641	2,769	362	964	17	562	47
DELAWARE	152	344	74	96	6	24	0	6
DISTRICT OF COLUMBIA	0	245	210	132	223	0	0	0
FLORIDA	9,235	5,971	18,224	2,296	12	451	4	107
GEORGIA	8,432	8,418	7,190	477	1	192	65	9
HAWAII	479	864	651	12	4	52	27	41
IDAHO	212	115	120	67	4	1	17	22
ILLINOIS	3,614	5,661	10,443	4,970	1,848	237	527	63
INDIANA	2,956	930	4,247	244	23	131	252	152
IOWA	1,136	1,945	2,061	591	0	224	57	14
KANSAS	1,962	1,477	415	206	48	130	27	18
KENTUCKY	813	1,499	2,339	179	16	41	90	74
LOUISIANA	891	715	1,747	282	4	214	13	213
MAINE	1,574	1,490	474	88	152	2	176	97
MARYLAND	1,125	446	2,443	836	1,124	165	231	91
MASSACHUSETTS	2,490	914	5,509	1,592	2,499		292	141
MICHIGAN	5,454	4,249	6,792	1,450		120	101	42
MINNESOTA	6,798	5,516	2,077	1,926	127	414	314	111
MISSISSIPPI	37	76	163	0	0	10	4	26
MISSOURI	1,366	1,908	1,914	190	111	174	21	54
MONTANA	422	264	218	124	8	16	47	6
NEBRASKA	1,241	819	811	94	49	16	6	27
NEVADA	392	529	191	51	0	4	0	24
NEW HAMPSHIRE	812	452	176	8	364	51	171	31
NEW JERSEY	2,064	2,481	4,404	1,036	1,209	191	20	415
NEW MEXICO	724	541	1,435	83	2	156	24	[illegible]
NEW YORK	9,490	3,229	14,092	4,181	2,519	1,944	2,792	[illegible]
NORTH CAROLINA	2,910	2,197	1,718	272	31	61	48	[illegible]
NORTH DAKOTA	482	229	84	3	10	15	10	17
OHIO	2,015	3,761	2,701	2,472	0	256	7	411
OKLAHOMA	536	456	1,244	45	21	42	31	51
OREGON	1,466	511	724	299	394	54	60	77
PENNSYLVANIA	4,557	4,213	7,174	1,197	1,626	1,144	401	198
PUERTO RICO	54	341	413	20	7	1	2	82
RHODE ISLAND	428	288	710	10	201	157	252	20
SOUTH CAROLINA	625	1,843	2,349	242	23	40	27	159
SOUTH DAKOTA	202	112	121	3	32	5	34	3
TENNESSEE	813	720	1,359	146	176	29	1	94
TEXAS	4,045	14,290	14,060	1,001	7	0	4	1,341
UTAH	1,667	1,281	1,419	142		59		51
VERMONT	1,163	98	94	59	64	14	76	42
VIRGINIA	2,234	2,831	4,942	787	488	141	195	49
WASHINGTON	1,763	1,725	1,436	156	55	20	5	112
WEST VIRGINIA	882	648	624	19	0	1	4	67
WISCONSIN	3,739	7,235	4,557	496	16	219	20	79
WYOMING	165	348	349	28	3	46	55	17
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	1	2	4	0	1	0	1	0
NORTHERN MARIANAS	7	0	0	0	0	0	0	0
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	0	7	21	0	0	0	1	2
BUR. OF INDIAN AFFAIRS	265	194	204	0	1	15	52	5
U.S. AND OUTLYING AREAS	93,956	103,352	156,759	36,223	24,513	7,915	8,295	6,683
50 STATES, D.C. & P.R.	93,683	103,149	156,525	36,223	24,511	7,900	8,239	6,596

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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

EMOTIONAL DISTURBANCE

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	36.00	38.43	18.50	1.65	0.51	0.51	2.93	1.46
ALASKA	24.70	32.25	20.50	21.34	0.12	0.00	0.84	0.24
ARIZONA	23.49	22.38	37.73	6.51	6.51	0.36	2.26	0.75
ARKANSAS	17.88	26.82	31.53	0.00	5.88	0.00	14.35	3.53
CALIFORNIA	10.75	10.03	35.98	4.35	31.44	0.00	5.18	2.27
COLORADO	51.32	13.07	16.67	5.34	2.20	2.04	6.19	3.16
CONNECTICUT	34.13	16.94	28.58	3.74	9.95	0.38	5.80	0.49
DELAWARE	21.31	48.86	11.08	13.64	0.85	3.41	0.00	0.85
DISTRICT OF COLUMBIA	0.00	31.53	27.03	13.13	28.31	0.00	0.00	0.00
FLORIDA	15.60	17.67	57.28	6.84	0.93	1.34	0.02	0.32
GEORGIA	25.03	38.65	32.97	2.17	0.00	0.84	0.30	0.04
HAWAII	22.21	40.06	30.18	1.48	0.42	2.41	1.25	1.99
IDAHO	37.31	22.69	20.17	11.26	1.51	0.50	2.86	3.70
ILLINOIS	12.72	19.93	36.76	17.49	10.02	0.98	1.86	0.24
INDIANA	32.29	10.81	46.39	3.15	0.25	2.11	2.95	2.05
IOWA	39.95	23.29	24.95	8.22	0.00	2.74	0.68	0.17
KANSAS	40.07	30.18	19.09	5.84	0.98	2.65	0.41	0.78
KENTUCKY	15.65	28.59	46.74	3.43	0.69	1.75	1.73	1.42
LOUISIANA	11.60	12.07	63.25	4.76	0.07	3.95	0.27	4.03
MAINE	35.77	33.76	19.89	2.22	3.44	0.05	3.99	0.88
MARYLAND	15.75	12.60	34.21	11.76	18.62	2.32	3.53	1.21
MASSACHUSETTS	21.72	8.28	30.61	13.89	21.80		2.46	1.24
MICHIGAN	31.65	24.77	33.61	8.41		0.70	0.61	0.24
MINNESOTA	55.48	20.39	11.98	11.12	1.21	2.39	1.59	0.84
MISSISSIPPI	9.55	24.84	51.91	0.00	0.98	3.18	1.27	8.28
MISSOURI	14.93	42.71	32.94	3.06	3.64	1.90	0.23	0.59
MONTANA	37.61	23.53	19.43	11.15	0.71	1.43	5.79	0.45
NEBRASKA	43.47	21.68	28.41	3.26	1.68	0.35	0.26	0.88
NEVADA	27.91	37.76	28.48	3.78	0.00	0.43	0.00	1.64
NEW HAMPSHIRE	42.86	20.81	17.31	0.23	7.55	2.35	7.87	1.02
NEW JERSEY	15.81	20.55	26.07	7.93	24.54	1.46	0.15	3.49
NEW MEXICO	20.61	15.46	52.23	4.47	0.06	4.44	0.69	2.05
NEW YORK	16.45	7.09	39.73	20.10	5.53	4.39	5.16	1.54
NORTH CAROLINA	29.96	23.43	39.86	2.90	0.35	0.65	0.70	2.14
NORTH DAKOTA	52.21	29.74	10.91	0.13	1.30	1.95	2.08	1.68
OHIO	17.05	31.42	23.29	22.61	0.00	1.77	0.00	3.86
OKLAHOMA	18.51	29.57	42.97	2.87	0.76	1.45	1.07	2.80
OREGON	40.88	14.31	20.19	8.31	10.99	1.51	1.67	2.15
PENNSYLVANIA	14.04	23.13	39.40	6.57	8.93	6.28	0.57	1.08
PUERTO RICO	6.07	38.31	46.40	2.25	0.79	0.11	0.22	5.84
RHODE ISLAND	20.70	13.93	34.33	0.48	9.82	7.59	12.19	0.97
SOUTH CAROLINA	11.78	34.73	44.26	4.56	0.43	0.75	0.51	2.98
SOUTH DAKOTA	39.07	21.66	23.60	0.58	6.19	0.97	7.35	0.59
TENNESSEE	24.37	21.58	40.74	4.20	5.28	0.87	0.03	2.94
TEXAS	11.77	41.04	40.41	2.88	0.02	0.01	0.01	3.86
UTAH	36.09	27.73	30.72	3.07		1.28		1.10
VERMONT	71.22	6.00	6.00	5.45	3.92	0.86	4.59	1.96
VIRGINIA	18.83	23.78	41.67	6.30	4.10	2.87	1.64	0.80
WASHINGTON	33.25	32.53	27.08	3.51	1.04	0.38	0.09	2.11
WEST VIRGINIA	33.35	31.69	30.51	0.93	0.00	0.05	0.20	3.28
WISCONSIN	23.38	43.99	28.50	1.91	0.23	1.37	0.13	0.49
WYOMING	30.19	28.78	28.87	2.15	0.25	3.80	4.55	1.41
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	11.11	22.22	44.44	0.00	11.11	0.00	11.11	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	20.00	65.71	0.00	0.00	0.00	8.57	5.71
BUR. OF INDIAN AFFAIRS	36.01	26.36	27.72	0.00	0.14	2.04	7.07	0.66
U.S. AND OUTLYING AREAS	22.53	23.30	35.34	8.17	5.53	1.78	1.87	1.49
50 STATES, D.C. & P.R.	22.51	23.29	35.35	8.18	5.54	1.78	1.86	1.49

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	69	116	824	164	8	106	15	34
ALASKA	54	88	319	3	0	0	0	5
ARIZONA	144	108	673	110	99	114	2	38
ARKANSAS	55	242	533	17	66	0	75	21
CALIFORNIA	302	491	3,240	549	235	76	13	100
COLORADO	913	449	1,122	227	8	17	4	45
CONNECTICUT	313	398	823	215	103	14	35	27
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	2	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	13	0	.	.	.	5
IDAHO	78	81	240	6	1	15	0	13
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	40	24	580	59	0	72	35	20
IOWA	162	32	145	99	0	8	12	5
KANSAS	422	360	478	110	12	46	15	34
KENTUCKY	240	308	985	9	12	3	0	46
LOUISIANA	8	22	737	59	1	69	6	69
MAINE	386	590	892	27	18	1	33	27
MARYLAND	597	584	2,257	968	361	27	111	43
MASSACHUSETTS	323	272	900	164	433	.	207	142
MICHIGAN	106	54	887	1,324	.	5	1	74
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	6	14	245	56	0	69	2	27
MISSOURI	50	122	282	125	22	18	0	15
MONTANA	27	21	95	0	0	2	0	6
NEBRASKA	28	45	242	60	1	8	2	18
NEVADA	12	48	136	229	0	0	2	16
NEW HAMPSHIRE	64	36	61	129	30	0	23	7
NEW JERSEY	970	2,366	4,325	2,236	2,893	153	51	168
NEW MEXICO	70	124	682	26	0	32	0	11
NEW YORK	1,686	1,442	6,521	4,775	1,872	176	775	229
NORTH CAROLINA	58	97	836	231	56	93	116	39
NORTH DAKOTA	.	.	.	.	.	0	.	.
OHIO	520	3,305	3,456	4,447	0	0	0	119
OKLAHOMA	99	195	968	97	2	33	19	57
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	18	62	839	152	0	15	0	62
PUERTO RICO	20	110	477	91	10	4	0	528
RHODE ISLAND	2	18	129	1	58	0	9	4
SOUTH CAROLINA	1	13	224	32	0	92	0	18
SOUTH DAKOTA	55	147	179	11	20	36	66	11
TENNESSEE	53	149	1,169	205	157	15	0	79
TEXAS	444	2,912	4,767	478	11	78	4	271
UTAH	16	36	706	592	.	14	.	22
VERMONT	52	7	15	2	1	0	1	2
VIRGINIA	916	1,021	2,148	85	35	70	14	34
WASHINGTON	411	599	1,906	98	13	17	2	36
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	18	0	0	0	0	0
GUAM	4	13	24	4	1	0	0	0
NORTHERN MARIANAS	17	8	11	0	0	0	0	0
PALAU	0	0	4	0	0	0	0	0
VIRGIN ISLANDS	0	2	22	0	3	0	5	2
BUR. OF INDIAN AFFAIRS	91	220	50	4	0	0	26	1
U.S. AND OUTLYING AREAS	9,894	17,252	46,194	18,480	6,546	1,498	1,683	2,552
50 STATES, D.C. & P.R.	9,782	17,009	46,065	18,468	6,542	1,498	1,652	2,549

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5.16	8.64	61.68	12.28	0.60	7.93	1.12	2.54
ALASKA	11.51	18.76	68.02	0.64	0.00	0.00	0.00	1.07
ARIZONA	11.19	8.49	52.25	8.54	7.69	8.85	0.16	2.95
ARKANSAS	6.04	15.59	58.51	1.87	7.24	0.00	8.23	2.52
CALIFORNIA	6.03	9.81	64.72	10.97	4.69	1.52	0.26	2.00
COLORADO	32.34	16.12	40.29	8.15	5.29	0.61	0.14	1.62
CONNECTICUT	16.23	23.68	42.66	11.15	5.34	0.73	1.81	1.40
DELAWARE	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	33.33	66.67	0.00	0.00	0.00
FLORIDA								
GEORGIA								
HAWAII	0.00	0.00	72.22	0.00				27.78
IDAHO	17.97	18.66	55.10	1.18	0.23	1.46	0.00	3.00
ILLINOIS								
INDIANA	4.82	2.89	69.88	7.11	0.00	8.67	4.22	2.41
IOWA	32.21	6.36	36.78	19.68	0.00	1.59	2.39	0.99
KANSAS	28.97	24.17	32.36	7.45	0.81	3.11	1.02	2.30
KENTUCKY	14.98	19.21	61.49	0.50	0.75	0.19	0.00	2.87
LOUISIANA	0.82	2.27	78.90	6.08	0.10	7.11	0.62	4.11
MAINE	19.55	29.89	45.19	1.17	0.91	0.95	1.67	1.17
MARYLAND	12.07	11.80	45.61	19.56	7.30	0.55	2.24	0.87
MASSACHUSETTS	11.23	11.14	36.87	6.72	17.74		8.48	5.82
MICHIGAN	4.32	2.20	38.19	54.02		0.20	0.04	1.02
MINNESOTA								
MISSISSIPPI	1.43	3.34	58.43	13.37	0.00	16.47	0.48	6.44
MISSOURI	7.89	19.24	44.48	19.72	3.47	2.84	0.00	2.37
MONTANA	17.89	13.91	62.91	0.00	0.00	1.32	0.00	3.97
NEBRASKA	6.90	11.04	59.61	14.79	0.74	1.97	0.49	4.43
NEVADA	2.71	10.84	30.70	51.69	0.00	0.00	0.45	3.61
NEW HAMPSHIRE	18.27	10.29	17.43	36.86	9.57	0.00	6.57	2.00
NEW JERSEY	5.35	19.98	32.86	16.99	21.99	1.16	0.39	1.28
NEW MEXICO	7.26	12.95	72.67	2.69	0.00	1.32	0.00	3.21
NEW YORK	9.65	8.25	37.31	27.32	10.71	1.01	4.43	1.31
NORTH CAROLINA	3.80	6.56	54.74	15.14	3.67	6.09	7.60	2.56
NORTH DAKOTA						0.00		
OHIO	4.39	23.90	29.17	37.54	0.00	0.00	0.00	1.00
OKLAHOMA	6.10	13.36	66.30	6.84	0.14	2.26	1.30	3.90
OREGON								
PENNSYLVANIA	1.47	4.71	61.35	26.73	0.00	1.14	0.00	4.71
PUERTO RICO	1.61	8.87	38.47	7.34	0.81	0.32	0.00	42.58
RHODE ISLAND	0.90	8.14	58.37	0.45	26.24	0.00	4.07	1.81
SOUTH CAROLINA	0.79	3.40	58.64	8.38	0.00	24.08	0.00	4.71
SOUTH DAKOTA	10.48	28.00	34.10	2.10	3.81	6.86	12.57	2.10
TENNESSEE	2.90	8.16	61.99	11.22	8.59	0.82	0.00	4.32
TEXAS	4.95	32.48	53.17	5.33	0.12	0.87	0.04	3.02
UTAH	1.15	2.60	50.94	42.71		1.01		1.59
VERMONT	63.41	8.54	16.29	2.44	1.22	0.00	3.66	2.44
VIRGINIA	21.19	23.62	49.69	1.97	0.81	1.62	0.32	0.79
WASHINGTON	13.34	19.44	61.84	3.18	0.42	0.55	0.06	1.17
WEST VIRGINIA								
WISCONSIN								
WYOMING								
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	8.00	26.00	48.00	16.00	2.00	0.00	0.00	0.00
NORTHERN MARIANAS	47.22	22.22	30.56	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	5.88	64.71	0.00	8.82	0.00	14.71	5.88
BUR. OF INDIAN AFFAIRS	23.21	56.12	12.76	1.02	0.00	0.00	6.63	0.26
U.S. AND OUTLYING AREAS	9.50	16.57	44.38	17.75	6.29	1.44	1.62	2.45
50 STATES, D.C. & P.R.	9.45	16.42	44.48	17.83	6.32	1.45	1.60	2.46

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Data based on the December 1, 1996 count, updated as of September 1, 1998.
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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	369	207	133	27	1	201	5	2
ALASKA	97	57	61	3	0	0	0	0
ARIZONA	579	280	128	186	4	160	1	1
ARKANSAS	192	172	41	55	1	0	103	1
CALIFORNIA	3,095	1,285	3,399	135	61	866	7	18
COLORADO	629	92	171	56	0	75	1	1
CONNECTICUT	410	111	73	60	101	2	27	1
DELAWARE	25	88	1	4	0	0	0	0
DISTRICT OF COLUMBIA	10	11	18	4	3	0	0	0
FLORIDA	657	375	1,106	20	0	484	0	4
GEORGIA	355	273	432	168	2	102	0	0
HAWAII	139	88	99	6		.	.	
IDAHO	145	50	17	2	0	79	0	1
ILLINOIS	679	680	1,334	89	15	254	25	0
INDIANA	747	141	358	125	0	122	8	1
IOWA	440	121	86	0	0	103	1	1
KANSAS	260	124	72	142	0	0	1	0
KENTUCKY	325	133	92	8	12	193	0	0
LOUISIANA	481	273	449	0	7	220	0	3
MAINE	149	52	25	42	2	13	0	1
MARYLAND	474	138	243	18	6	312	2	0
MASSACHUSETTS	560	97	357	37	271	.	96	5
MICHIGAN	1,327	391	868	50		104	0	10
MINNESOTA	1,018	212	141	124	2	150	0	3
MISSISSIPPI	86	193	159	15	1	122	2	1
MISSOURI	242	443	207	85	18	113	1	1
MONTANA	104	53	19	0	0	49	0	0
NEBRASKA	387	80	67	22	2	20	0	2
NEVADA	119	51	130	1	0	0	0	0
NEW HAMPSHIRE	52	21	16	155	9	0	21	0
NEW JERSEY	312	285	400	102	46	170	5	5
NEW MEXICO	173	61	159	97	2	4	0	1
NEW YORK	2,042	408	1,351	554	666	179	83	5
NORTH CAROLINA	980	341	277	26	2	378	1	3
NORTH DAKOTA	71	14	5	1	1	2	0	0
OHIO	1,036	590	453	108	0	159	0	5
OKLAHOMA	264	115	186	22	0	140	0	1
OREGON	406	63	31	25	35	423	0	2
PENNSYLVANIA	1,367	445	494	7	296	1	151	3
PUERTO RICO	54	364	265	11	142	0	0	1
RHODE ISLAND	50	28	18	98	1	0	1	0
SOUTH CAROLINA	386	257	246	30	1	123	0	2
SOUTH DAKOTA	58	18	5	27	1	28	0	0
TENNESSEE	513	205	383	74	3	131	0	5
TEXAS	864	1,725	2,070	401	3	49	0	15
UTAH	434	68	350	1	.	35	.	0
VERMONT	111	1	4	2	16	0	26	1
VIRGINIA	518	216	367	4	0	161	7	4
WASHINGTON	920	641	324	52	41	3	1	166
WEST VIRGINIA	156	112	35	27	0	54	0	0
WISCONSIN	593	178	381	64	1	98	0	4
WYOMING	101	55	22	4	2	3	2	0
AMERICAN SAMOA	0	8	0	0	0	0	0	0
GUAM	6	7	15	0	1	1	1	0
NORTHERN MARIANAS	5	2	0	0	0	0	0	0
PALAU	0	3	1	0	0	0	0	0
VIRGIN ISLANDS	0	8	11	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	21	21	5	1	0	0	3	0
U.S. AND OUTLYING AREAS	25,613	12,531	18,160	3,377	1,778	5,886	588	282
50 STATES, D.C. & P.R.	25,581	12,482	18,128	3,376	1,777	5,885	584	282

Please see data notes for an explanation of individual State differences.
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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	39.05	21.90	14.07	2.86	0.11	21.27	0.53	0.21
ALASKA	44.50	26.15	27.98	1.38	0.00	0.00	0.00	0.00
ARIZONA	43.24	20.91	9.56	13.89	0.30	11.95	0.07	0.07
ARKANSAS	33.98	30.44	7.26	9.73	0.18	0.00	18.23	0.18
CALIFORNIA	34.91	14.49	38.34	1.52	0.69	9.77	0.08	0.20
COLORADO	61.37	8.94	16.69	5.46	0.00	7.32	0.10	0.10
CONNECTICUT	52.23	14.14	9.30	7.64	12.87	0.25	3.44	0.13
DELAWARE	21.19	74.58	0.85	3.39	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	21.74	23.91	39.13	8.70	6.52	0.00	0.00	0.00
FLORIDA	24.83	14.17	41.80	0.76	0.00	18.29	0.01	0.15
GEORGIA	26.65	20.50	32.43	12.61	0.15	7.66	0.00	0.00
HAWAII	41.87	26.51	29.82	1.81				
IDAHO	49.32	17.01	5.78	0.68	0.00	26.87	0.00	0.34
ILLINOIS	22.07	22.31	43.37	2.89	0.49	8.26	0.81	0.00
INDIANA	49.73	9.39	23.93	8.32	0.00	8.12	0.53	0.07
IOWA	58.51	16.09	11.44	0.00	0.00	13.70	0.13	0.13
KANSAS	43.41	20.70	12.04	23.71	0.00	0.00	0.17	0.00
KENTUCKY	42.60	17.43	12.06	1.05	1.57	25.29	0.00	0.00
LOUISIANA	33.57	19.05	31.33	0.00	0.49	15.35	0.00	0.21
MAINE	52.46	18.31	8.80	14.79	0.70	4.58	0.00	0.35
MARYLAND	19.73	11.57	20.37	1.91	0.50	26.15	0.17	0.00
MASSACHUSETTS	39.35	6.82	25.09	2.60	19.04		6.75	0.35
MICHIGAN	48.25	14.22	31.56	1.82		3.78	0.00	0.36
MINNESOTA	62.16	12.69	8.44	7.43	0.12	8.98	0.00	0.18
MISSISSIPPI	14.85	33.33	27.46	2.59	0.17	21.07	0.35	0.17
MISSOURI	21.80	39.91	18.65	7.66	1.62	10.18	0.09	0.09
MONTANA	46.22	23.56	8.44	0.00	0.00	21.78	0.00	0.00
NEBRASKA	66.72	13.79	11.55	3.79	0.34	3.45	0.00	0.34
NEVADA	39.53	16.94	43.19	0.33	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	18.98	7.66	5.84	56.57	3.28	0.00	7.66	0.00
NEW JERSEY	23.55	21.51	30.19	7.70	3.47	12.83	0.38	0.38
NEW MEXICO	34.91	12.27	31.99	19.52	0.40	0.80	0.00	0.20
NEW YORK	38.57	7.71	25.52	10.46	12.58	3.38	1.68	0.09
NORTH CAROLINA	48.60	16.98	13.79	1.29	0.10	18.82	0.05	0.15
NORTH DAKOTA	75.53	14.89	5.32	1.06	1.06	2.13	0.00	0.00
OHIO	44.07	25.10	19.27	4.59	0.00	6.78	0.00	0.21
OKLAHOMA	36.28	15.90	25.55	3.02	0.00	19.23	0.00	0.14
OREGON	41.22	6.40	3.15	2.54	3.55	42.94	0.00	0.20
PENNSYLVANIA	49.46	16.10	17.87	0.25	10.71	0.04	5.46	0.11
PUERTO RICO	6.44	43.38	31.59	1.31	16.92	0.00	0.00	0.36
RHODE ISLAND	25.51	14.29	9.18	50.00	0.51	0.00	0.51	0.00
SOUTH CAROLINA	36.94	24.59	23.54	2.87	0.10	11.77	0.00	0.19
SOUTH DAKOTA	42.34	13.14	3.65	19.71	0.73	20.44	0.00	0.00
TENNESSEE	39.04	15.60	29.15	5.63	0.23	9.97	0.00	0.38
TEXAS	16.85	33.65	40.37	7.82	0.06	0.96	0.00	0.29
UTAH	48.87	7.66	39.41	0.11		3.94		0.00
VERMONT	68.94	0.62	2.48	1.24	9.94	0.00	16.15	0.62
VIRGINIA	40.56	16.91	28.74	0.31	0.00	12.61	0.55	0.31
WASHINGTON	42.83	29.84	15.08	2.42	1.91	0.14	0.05	7.73
WEST VIRGINIA	40.63	29.17	9.11	7.03	0.00	14.06	0.00	0.00
WISCONSIN	44.96	13.50	28.89	4.85	0.08	7.43	0.00	0.30
WYOMING	53.44	29.10	11.64	2.12	1.06	1.59	1.06	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	19.35	22.58	48.39	0.00	3.23	3.23	3.23	0.00
NORTHERN MARIANAS	71.43	28.57	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	75.00	25.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	42.11	57.89	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	41.18	41.18	9.80	1.96	0.00	0.00	5.88	0.00
U.S. AND OUTLYING AREAS	37.55	18.37	26.62	4.95	2.61	8.63	0.86	0.41
50 STATES, D.C. & P.R.	37.57	18.33	26.62	4.96	2.61	8.64	0.86	0.41

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	272	137	125	4	0	0	0	7
ALASKA	34	12	10	0	0	0	0	0
ARIZONA	369	128	383	26	22	0	0	7
ARKANSAS	62	59	35	0	4	0	0	2
CALIFORNIA	2,877	1,212	5,244	1,088	57	0	1	194
COLORADO	2,664	481	215	31	5	0	7	29
CONNECTICUT	184	38	24	3	5	0	1	0
DELAWARE	125	259	62	52	3	6	0	69
DISTRICT OF COLUMBIA	0	14	0	71	1	0	0	0
FLORIDA	1,213	802	2,455	160	10	6	0	85
GEORGIA	260	223	311	0	0	0	0	6
HAWAII	75	21	48	0				
IDAHO	93	28	13	1	0	0	0	0
ILLINOIS	791	472	936	227	15	[illegible]	3	92
INDIANA	790	63	134	6	0	1	0	3
IOWA	721	233	132	8	0	11	1	11
KANSAS	300	69	52	0	1	0	0	3
KENTUCKY	236	114	87	0	0	0	0	8
LOUISIANA	377	325	511	4	1	16	0	36
MAINE	54	27	9	0	0	0	0	1
MARYLAND	203	100	168	11	44	0	6	0
MASSACHUSETTS	627	57	185	5	70		8	18
MICHIGAN	4,311	1,993	2,021	181		1	8	69
MINNESOTA	955	303	[illegible]	44	4	1	5	21
MISSISSIPPI	178	429	[illegible]	31	4	5	5	118
MISSOURI	188	337	171	39	1	0	0	7
MONTANA	41	78	10	0	0	0	1	1
NEBRASKA	342	69	51	8	0	0	1	25
NEVADA	126	62	42	4	0	0	0	5
NEW HAMPSHIRE	79	49	30	15	0	0	1	1
NEW JERSEY	264	105	191	49	48	0	1	12
NEW MEXICO	149	80	174	18	0	0	0	12
NEW YORK	1,886	278	564	105	118	0	4	24
NORTH CAROLINA	568	172	203	15	1	0	0	12
NORTH DAKOTA	85	17	18	1	2	0	5	4
OHIO	1,072	568	546	32	0	0	0	78
OKLAHOMA	257	57	80	2	1	0	0	2
OREGON	547	151	70	9	2	2	2	10
PENNSYLVANIA	253	153	624	118	153	0	12	8
PUERTO RICO	127	256	48	2	100	2	0	20
RHODE ISLAND	48	52	34	2	6	0	0	1
SOUTH CAROLINA	173	250	273	21	0	0	0	15
SOUTH DAKOTA	66	21	9	0	0	0	3	1
TENNESSEE	359	197	370	94	1	0	0	89
TEXAS	929	2,112	1,919	95	1	0	0	111
UTAH	91	30	55	5		0		16
VERMONT	67	4	4	0	0	0	0	2
VIRGINIA	409	125	254	4	0	0	0	9
WASHINGTON	539	245	185	5	0	0	0	5
WEST VIRGINIA	131	35	46	0	0	0	0	2
WISCONSIN	586	358	473	4	1	1	0	17
WYOMING	94	32	20	0	1	2	0	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	11	0	2	0	0	0	0	0
NORTHERN MARIANAS	7	1	3	0	0	0	0	0
PALAU	1	0	2	0	0	0	0	0
VIRGIN ISLANDS	4	0	2	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	6	6	0	0	0	0	0	1
U.S. AND OUTLYING AREAS	27,428	13,430	20,230	2,602	684	85	63	1,486
50 STATES, D.C. & P.R.	27,399	13,423	20,221	2,602	684	85	62	1,485

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME/ HOSP ENVIR
ALABAMA	49.91	25.14	22.94	0.73	0.00	0.00	0.00	1.28
ALASKA	60.71	21.43	17.86	0.00	0.00	0.00	0.00	0.00
ARIZONA	39.47	13.69	40.96	2.78	2.35	0.00	0.00	0.75
ARKANSAS	37.89	36.65	21.74	0.00	2.48	0.00	0.00	1.24
CALIFORNIA	26.96	11.36	49.13	10.19	0.51	0.00	0.01	1.84
COLORADO	77.62	14.02	6.26	0.90	0.15	0.00	0.20	0.84
CONNECTICUT	71.38	12.19	9.72	1.21	2.02	0.00	0.40	3.08
DELAWARE	21.70	44.97	10.76	9.23	0.52	1.34	0.00	11.48
DISTRICT OF COLUMBIA	0.00	16.28	0.00	82.56	1.16	0.00	0.00	0.00
FLORIDA	25.61	16.93	51.94	3.18	0.21	0.17	0.07	1.89
GEORGIA	32.50	27.88	38.88	0.00	0.00	0.00	0.00	0.75
HAWAII	51.37	15.75	32.88	0.00				
IDAHO	68.89	20.74	9.61	0.74	0.00	0.00	0.00	0.00
ILLINOIS	36.49	18.20	37.61	4.75	0.58	0.77	0.54	1.06
INDIANA	74.74	5.96	18.35	0.57	0.00	0.09	0.00	0.24
IOWA	64.20	20.75	12.29	0.53	0.00	1.16	0.09	0.98
KANSAS	69.61	16.01	13.46	0.00	0.23	0.20	0.05	0.44
KENTUCKY	53.03	25.62	19.55	0.00	0.00	0.00	0.00	1.80
LOUISIANA	28.69	24.73	41.93	0.61	0.08	1.22	0.00	2.74
MAINE	59.34	29.67	9.89	0.00	0.00	0.00	0.00	1.10
MARYLAND	37.18	19.32	30.40	5.68	8.04	0.00	0.37	1.99
MASSACHUSETTS	64.71	5.88	17.03	1.52	7.22		0.93	2.72
MICHIGAN	52.54	22.23	22.34	2.02		0.31	0.07	0.49
MINNESOTA	64.36	21.47	9.65	3.15	0.29	0.07	0.07	0.91
MISSISSIPPI	33.82	13.31	40.53	2.42	0.31	0.21	0.23	9.18
MISSOURI	28.00	46.61	21.65	2.63	0.14	0.00	0.00	0.97
MONTANA	59.42	23.19	14.49	0.00	0.00	0.00	1.45	1.45
NEBRASKA	68.67	13.85	10.64	1.41	0.00	0.00	0.40	5.02
NEVADA	52.71	25.94	17.57	1.07	0.00	0.00	0.00	2.71
NEW HAMPSHIRE	42.57	29.52	18.07	8.04	0.00	0.00	0.13	0.40
NEW JERSEY	45.92	14.10	27.41	8.45	8.28	0.00	0.17	2.07
NEW MEXICO	34.73	19.31	42.73	4.12	0.00	0.00	0.00	2.75
NEW YORK	62.47	9.97	20.23	3.77	4.23	0.32	0.14	0.86
NORTH CAROLINA	58.18	17.68	20.86	1.54	0.31	0.00	0.00	1.21
NORTH DAKOTA	65.38	13.08	12.31	0.77	1.54	0.00	3.85	3.08
OHIO	48.69	24.74	21.78	1.39	0.00	0.00	0.00	1.47
OKLAHOMA	69.65	15.45	13.55	0.54	0.27	0.00	0.00	0.54
OREGON	68.81	19.25	8.81	1.13	0.25	0.25	0.25	1.26
PENNSYLVANIA	19.15	11.58	47.24	8.93	11.58	0.00	0.91	0.84
PUERTO RICO	22.88	46.13	8.65	0.36	18.02	0.36	0.00	3.60
RHODE ISLAND	31.57	36.38	23.78	1.40	4.20	0.00	0.00	2.80
SOUTH CAROLINA	23.63	34.15	37.10	2.87	0.00	0.00	0.00	1.50
SOUTH DAKOTA	66.00	21.00	9.00	0.00	0.00	0.00	3.00	1.00
TENNESSEE	32.34	17.75	33.33	8.47	0.09	0.00	0.00	8.02
TEXAS	17.31	39.35	35.76	1.77	0.02	0.00	0.05	5.79
UTAH	32.49	19.11	35.08	3.18		0.00		10.19
VERMONT	87.01	5.19	5.19	0.00	0.00	0.00	0.00	2.60
VIRGINIA	51.06	15.61	31.71	0.00	0.00	0.00	0.00	1.62
WASHINGTON	55.06	25.03	18.90	0.51	0.00	0.00	0.00	0.51
WEST VIRGINIA	61.57	16.20	21.30	0.00	0.00	0.00	0.00	0.93
WISCONSIN	40.69	24.86	32.85	0.28	0.07	0.07	0.00	1.18
WYOMING	62.25	21.19	13.25	0.00	0.66	1.32	0.00	1.32
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	84.62	0.00	15.38	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	63.64	9.09	27.27	0.00	0.00	0.00	0.00	0.00
PALAU	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	57.14	0.00	28.57	0.00	0.00	0.00	14.29	0.00
BUR. OF INDIAN AFFAIRS	46.15	46.15	0.00	0.00	0.00	0.00	0.00	7.69
U.S. AND OUTLYING AREAS	41.55	20.35	30.65	1.94	1.04	0.13	0.12	2.25
50 STATES, D.C. & P.R.	41.54	20.35	30.66	1.94	1.04	0.13	0.08	2.25

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ALASKA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ARIZONA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ARKANSAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
CALIFORNIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
COLORADO								
CONNECTICUT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
DELAWARE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
DISTRICT OF COLUMBIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FLORIDA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
GEORGIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HAWAII	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
IDAHO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ILLINOIS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
INDIANA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
IOWA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
KANSAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
KENTUCKY	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
LOUISIANA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MAINE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MARYLAND	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MASSACHUSETTS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MICHIGAN								
MINNESOTA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MISSISSIPPI								
MISSOURI	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MONTANA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEBRASKA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEVADA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW HAMPSHIRE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW JERSEY	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW MEXICO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW YORK	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH CAROLINA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH DAKOTA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OHIO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OKLAHOMA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OREGON	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PENNSYLVANIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PUERTO RICO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
RHODE ISLAND	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SOUTH CAROLINA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SOUTH DAKOTA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TENNESSEE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TEXAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
UTAH	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VERMONT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VIRGINIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WASHINGTON	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WEST VIRGINIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WISCONSIN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WYOMING	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AMERICAN SAMOA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
GUAM	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTHERN MARIANAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PALAU	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VIRGIN ISLANDS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
BUR. OF INDIAN AFFAIRS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
U.S. AND OUTLYING AREAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
50 STATES, D.C. & P.R.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

OTHER HEALTH IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44.22	41.43	10.87	1.28	0.00	0.00	0.21	2.02
ALASKA	48.19	33.94	16.29	0.90	0.23	0.02	0.23	0.23
ARIZONA	47.59	32.73	16.41	0.52	0.26	0.00	0.00	2.98
ARKANSAS	37.93	48.79	10.91	0.00	2.44	0.00	0.03	1.48
CALIFORNIA	61.32	15.02	18.68	0.67	2.04	0.00	0.09	2.27
COLORADO								
CONNECTICUT	67.44	19.46	9.97	0.55	1.92	0.08	0.79	0.34
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	2.22	13.33	0.00	76.34	8.15	0.20	0.00	0.00
FLORIDA	11.35	14.99	10.31	6.89	1.46	0.27	0.00	54.74
GEORGIA	29.59	44.13	24.94	0.07	0.90	0.02	0.00	0.36
HAWAII	38.46	26.92	26.92	0.00				7.69
IDAHO	62.58	25.55	9.25	1.03	0.15	0.00	0.00	1.47
ILLINOIS	14.75	31.54	31.62	2.12	0.76	0.10	0.35	19.10
INDIANA	12.69	80.91	5.96	0.20	0.00	0.00	0.06	0.26
IOWA	62.96	18.52	7.41	7.41	0.00	0.02	0.03	3.47
KANSAS	74.61	13.31	9.51	0.43	0.14	0.14	0.07	0.99
KENTUCKY	41.45	41.70	13.93	1.21	0.04	0.04	0.09	0.94
LOUISIANA	74.32	6.78	14.67	0.98	0.27	0.41	0.04	1.50
MAINE	57.72	17.41	20.81	1.32	0.72	0.05	0.16	0.81
MARYLAND	49.17	21.41	22.16	2.11	0.41	0.03	0.08	0.94
MASSACHUSETTS	26.41	8.36	7.67	1.36	1.67		1.94	46.36
MICHIGAN								
MINNESOTA	[illegible]	32.94	[illegible]	1.31	0.14	0.08	0.14	0.47
MISSISSIPPI								
MISSOURI	14.92	[illegible]	18.11	1.28	0.48	0.27	[illegible]	0.92
MONTANA	67.40	17.31	11.67	0.20	[illegible]	0.37	2.46	2.44
NEBRASKA	50.14	22.69	20.59	1.79	0.41	0.00	0.27	3.87
NEVADA	47.61	33.94	12.14	2.46	[illegible]	0.16	[illegible]	1.81
NEW HAMPSHIRE	52.81	[illegible]	17.94	2.41	1.47	0.21	1.76	0.46
NEW JERSEY	54.87	18.24	9.40	2.41	1.94	0.42	0.00	15.99
NEW MEXICO	54.79	[illegible]	14.14	[illegible]	0.00	0.17	0.00	1.31
NEW YORK	53.24	18.47	23.11	1.41	0.75	0.04	0.21	3.40
NORTH CAROLINA	53.29	26.91	14.36	0.45	0.08	0.13	0.11	1.23
NORTH DAKOTA	71.45	18.35	7.42	0.96	0.32	0.12	1.92	0.31
OHIO	45.56	8.54	1.57	0.34	0.08	0.08	[illegible]	41.56
OKLAHOMA	62.89	13.34	19.21	0.45	0.09	0.27	0.00	1.72
OREGON	64.14	17.26	13.14	1.74	1.47	0.28	0.16	1.47
PENNSYLVANIA	41.30	18.75	37.29	0.00	0.00	0.00	0.00	0.66
PUERTO RICO	[illegible]	57.51	8.47	0.45	0.95	0.64	0.00	12.29
RHODE ISLAND	48.90	19.31	20.31	0.14	1.17	0.00	0.27	9.94
SOUTH CAROLINA	21.69	67.11	14.67	0.02	0.00	0.06	0.09	1.47
SOUTH DAKOTA	65.27	31.90	5.48	0.45	0.91	0.00	0.46	0.46
TENNESSEE	45.51	29.45	12.72	0.59	0.94	0.06	0.02	10.90
TEXAS	16.80	52.24	22.24	0.74	0.03	0.02	0.03	4.08
UTAH	19.41	29.31	18.92	1.42		0.15		2.27
VERMONT	88.31	5.16	0.17	2.21	1.01	0.09	2.10	1.44
VIRGINIA	41.15	36.82	22.90	0.17	0.16	0.17	0.13	0.61
WASHINGTON	44.14	37.53	16.44	0.59	0.44	0.04	0.01	0.97
WEST VIRGINIA	49.17	41.13	8.51	0.00	0.00	0.00	0.10	0.53
WISCONSIN	41.87	37.72	16.86	0.47	0.20	0.29	0.05	1.70
WYOMING	46.96	33.81	12.67	1.28	0.14	1.40	0.55	1.80
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	[illegible]	24.11	25.00	0.00	1.11	0.00	0.00	0.00
NORTHERN MARIANAS	44.44	33.33	22.22	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	30.48	8.73	41.13	0.30	0.00	0.00	0.00	19.57
BUREAU OF INDIAN AFFAIRS	49.24	31.82	17.02	[illegible]	0.00	0.00	0.00	1.22
U.S. AND OUTLYING AREAS	41.29	34.94	17.24	1.82	0.54	0.08	0.14	5.07
50 STATES, D.C. & P.R.	41.29	34.94	17.21	1.82	0.54	0.08	0.14	5.07

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	208	56	30	36	0	73	0	0
ALASKA	30	15	7	0	1	0	0	0
ARIZONA	273	91	54	5	6	114	0	5
ARKANSAS	69	42	17	32	0	2	37	0
CALIFORNIA	1,400	581	1,372	81	26	125	2	36
COLORADO	249	20	12	13	0	15	0	0
CONNECTICUT	320	49	110	21	19	6	4	2
DELAWARE	49	29	0	0	0	1	0	0
DISTRICT OF COLUMBIA	1	22	10	0	0	0	0	0
FLORIDA	478	156	186	28	1	145	0	4
GEORGIA	258	125	47	8	0	102	0	1
HAWAII	49	19	11	0				1
IDAHO	66	15	7	0	0	9	0	0
ILLINOIS	479	424	179	11	4	85	0	3
INDIANA	478	32	62	83	0	80	0	0
IOWA	100	24	14	0	0	32	0	0
KANSAS	159	31	9	41	0	0	0	0
KENTUCKY	282	52	26	1	4	65	0	3
LOUISIANA	180	88	164	1	0	35	0	1
MAINE	68	14	5	1	0	0	0	0
MARYLAND	202	84	74	15	4	0	114	0
MASSACHUSETTS	390	91	90	5	27		26	1
MICHIGAN	536	124	154	17		33	0	9
MINNESOTA	265	35	12	21	0	53	0	2
MISSISSIPPI	41	48	55	9	2	63	0	2
MISSOURI	111	150	30	38	5	37	0	1
MONTANA	33	19	14	0	0	16	0	0
NEBRASKA	159	41	16	1	0	6	1	3
NEVADA	61	22	19	1	0	0	0	0
NEW HAMPSHIRE	22	4	4	82	2	0	4	0
NEW JERSEY	237	43	24	2	17	0	0	3
NEW MEXICO	70	34	48	4	0	25	0	1
NEW YORK	793	117	372	151	166	6	9	8
NORTH CAROLINA	343	115	60	1	2	68	0	3
NORTH DAKOTA	45	5	5	1	0	0	0	0
OHIO	611	209	81	14	0	100	0	2
OKLAHOMA	143	57	34	22	0	51	0	1
OREGON	138	24	45	2	4	164	0	14
PENNSYLVANIA	759	95	117	12	218	0	72	20
PUERTO RICO	67	117	38	56	1	14	0	2
RHODE ISLAND	26	18	17	0	1	0	1	1
SOUTH CAROLINA	197	86	44	8	0	32	0	3
SOUTH DAKOTA	33	9	1	2	0	14	0	0
TENNESSEE	497	159	42	94	0	2	0	4
TEXAS	926	1,008	612	35	4	148	0	10
UTAH	224	32	73	1		43		0
VERMONT	35	7	2	0	0	0	0	1
VIRGINIA	332	76	24	0	0	28	0	0
WASHINGTON	150	81	29	4	1	51	1	2
WEST VIRGINIA	102	28	7	19	0	39	0	1
WISCONSIN	248	53	46	18	1	30	0	0
WYOMING	32	17	8	0	0	1	0	2
AMERICAN SAMOA	0	1	2	0	0	0	0	0
GUAM	10	0	2	0	0	0	0	0
NORTHERN MARIANAS	2	1	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	12	3	0	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	6	1	0	0	0	1	0	0
U.S. AND OUTLYING AREAS	12,523	4,991	4,572	989	517	1,897	270	159
50 STATES, D.C. & P.R.	12,493	4,987	4,567	989	516	1,896	270	159

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

VISUAL IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	51.61	13.38	7.44	8.93	0.60	18.11	0.00	0.00
ALASKA	62.50	[illegible]	14.58	[illegible]	2.08	0.00	0.00	0.00
ARIZONA	49.46	14.44	13.51	0.91	1.04	20.65	0.00	0.91
ARKANSAS	35.23	21.12	8.63	16.24	0.00	0.00	18.78	0.00
CALIFORNIA	58.84	18.94	17.81	2.24	0.72	1.45	0.06	0.09
COLORADO	80.12	6.51	4.28	4.21	0.00	4.84	0.00	0.00
CONNECTICUT	61.24	11.37	15.52	4.83	4.41	1.39	0.93	0.46
DELAWARE	62.31	36.31	0.00	0.00	0.00	1.27	0.00	0.00
DISTRICT OF COLUMBIA	3.33	66.67	30.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	47.40	25.63	18.64	2.93	0.10	14.51	0.00	0.47
GEORGIA	47.49	23.31	8.63	1.49	0.00	18.85	0.00	0.18
HAWAII	41.25	29.79	24.79	0.00				1.29
IDAHO	72.74	13.67	7.61	0.00	0.00	9.38	0.00	0.00
ILLINOIS	44.57	29.04	16.54	1.52	0.17	7.86	0.00	0.09
INDIANA	63.63	4.35	8.44	11.19	0.00	10.98	0.00	0.92
IOWA	58.82	14.12	8.23	0.00	0.00	18.82	0.00	0.00
KANSAS	60.29	14.71	7.35	17.65	0.00	0.00	0.00	[illegible]
KENTUCKY	65.13	12.82	6.03	0.27	0.72	15.01	0.00	0.63
LOUISIANA	58.71	19.36	15.27	0.21	0.02	7.53	0.27	0.22
MAINE	64.07	25.91	5.68	1.14	0.00	0.00	0.00	0.00
MARYLAND	40.91	17.24	15.01	3.04	0.41	0.01	23.32	0.00
MASSACHUSETTS	61.71	14.40	14.26	0.79	4.27		4.11	0.47
MICHIGAN	62.88	14.87	18.15	2.00		1.51	0.00	0.42
MINNESOTA	75.61	7.26	1.17	2.91	0.00	14.02	0.00	[illegible]
MISSISSIPPI	18.33	20.81	24.89	4.07	0.91	30.42	0.29	0.48
MISSOURI	29.84	40.32	8.06	10.22	1.34	9.95	0.00	0.27
MONTANA	46.24	21.17	17.20	0.00	0.00	14.51	0.00	0.00
NEBRASKA	70.34	18.06	7.21	0.44	0.00	2.64	0.44	1.32
NEVADA	54.84	23.66	20.43	1.08	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	67.12	4.15	3.15	12.44	1.37	0.00	2.66	0.00
NEW JERSEY	72.79	13.39	7.36	5.01	5.21	0.00	0.00	0.32
NEW MEXICO	38.46	18.88	26.17	2.23	0.20	13.74	0.00	0.55
NEW YORK	34.89	7.21	22.41	9.12	10.23	7.37	3.55	0.49
NORTH CAROLINA	58.14	13.49	15.17	0.17	0.34	12.53	0.00	0.17
NORTH DAKOTA	67.44	8.93	8.93	1.79	0.00	3.65	0.00	0.00
OHIO	60.08	20.55	7.46	1.38	0.00	3.83	0.00	0.12
OKLAHOMA	46.13	18.33	11.61	7.10	0.00	16.45	0.00	0.32
OREGON	35.48	6.27	11.57	0.00	1.03	42.16	0.00	1.60
PENNSYLVANIA	59.16	7.42	9.12	0.44	16.99	0.00	9.61	[illegible]
PUERTO RICO	13.16	68.21	7.47	9.42	0.29	2.75	0.00	0.19
RHODE ISLAND	47.83	24.13	26.56	0.00	1.56	0.00	1.56	1.56
SOUTH CAROLINA	53.24	21.24	11.88	2.16	0.60	8.65	0.00	0.81
SOUTH DAKOTA	55.93	15.25	1.69	3.39	0.00	23.73	0.00	0.00
TENNESSEE	58.47	14.71	13.42	11.36	0.00	0.24	0.00	1.72
TEXAS	21.82	43.08	26.11	1.50	0.09	6.32	0.00	1.29
UTAH	60.35	6.54	19.67	0.27		11.53		0.60
VERMONT	89.74	2.56	5.13	0.00	0.00	0.00	0.00	2.56
VIRGINIA	71.11	15.42	5.29	0.00	0.00	8.17	0.00	0.00
WASHINGTON	46.44	25.70	8.94	1.24	0.31	16.41	0.31	0.62
WEST VIRGINIA	51.68	14.74	1.05	10.09	0.00	22.05	0.00	0.00
WISCONSIN	62.31	13.32	11.56	4.52	0.75	7.54	0.00	0.00
WYOMING	53.33	28.33	13.33	0.00	0.00	1.67	0.00	3.33
AMERICAN SAMOA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
GUAM	83.33	0.00	16.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	75.00	18.75	0.00	0.00	6.25	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	75.00	12.50	0.00	0.00	0.00	12.50	0.00	0.00
U.S. AND OUTLYING AREAS	48.31	19.26	17.64	3.42	1.99	7.73	1.04	0.61
50 STATES, D.C. & P.R.	48.28	19.27	17.65	3.42	1.99	7.73	1.04	0.61

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Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

AUTISM

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	48	87	139	48	21	1	30	0
ALASKA	11	15	48	1	0	0	0	0
ARIZONA	88	74	224	20	67	0	0	1
ARKANSAS	18	47	164	0	15	0	0	3
CALIFORNIA	374	293	2,536	298	375	0	11	20
COLORADO	58	14	61	1	0	0	0	0
CONNECTICUT	121	96	157	62	55	5	15	0
DELAWARE	3	48	28	53	0	0	0	0
DISTRICT OF COLUMBIA	0	0	25	4	44	0	0	0
FLORIDA	56	61	1,288	287	7	0	0	1
GEORGIA	74	67	518	11	0	0	3	0
HAWAII	3	14	73	0	1		1	
IDAHO	49	20	38	1	0	1	0	0
ILLINOIS	178	65	720	141	276	1	26	0
INDIANA	289	71	673	37	0	5	17	4
IOWA	117	83	169	41	0	1	2	0
KANSAS	76	52	36	9	1	0	4	0
KENTUCKY	74	85	146	1	1	0	6	2
LOUISIANA	21	26	626	18	0	17	1	2
MAINE	51	16	87	4	1	0	6	1
MARYLAND	79	84	316	132	94	0	21	3
MASSACHUSETTS	28	5	239	41	119		156	5
MICHIGAN	467	217	854	508		11	0	0
MINNESOTA	321	227	231	13	1	0	0	1
MISSISSIPPI	3	20	159	13	0	9	1	3
MISSOURI	45	151	311	66	19	0	0	2
MONTANA	23	28	38	2	0	1	0	1
NEBRASKA	38	31	58	8	0	0	2	1
NEVADA	22	18	83	17	0	0	0	4
NEW HAMPSHIRE	31	19	29	9	6	0	4	1
NEW JERSEY	34	58	205	236	504	27	19	11
NEW MEXICO	14	9	97	0	0	1	0	1
NEW YORK	245	91	518	1,496	361	9	147	15
NORTH CAROLINA	134	96	1,059	141	2	1	0	7
NORTH DAKOTA	19	15	12	0	2	2	6	0
OHIO	141	76	65	51	0	0	0	0
OKLAHOMA	51	41	167	5	2	1	1	2
OREGON	651	284	335	60	14	9	0	24
PENNSYLVANIA	119	112	974	123	114	1	17	5
PUERTO RICO	6	28	257	24	19	0	0	21
RHODE ISLAND	4	27	51	0	26	0	5	7
SOUTH CAROLINA	11	18	262	9	3	1	0	7
SOUTH DAKOTA	22	13	29	1	2	1	12	0
TENNESSEE	41	44	380	25	41	5	0	1
TEXAS	165	669	2,040	110	1	8	8	21
UTAH	18	16	143	20		0	1	0
VERMONT	51	0	5	1	1	0	1	2
VIRGINIA	56	90	714	45	11	7	25	1
WASHINGTON	81	91	255	9	4	1	0	1
WEST VIRGINIA	36	35	77	1	0	0	1	1
WISCONSIN	122	123	401	15	1	2	0	5
WYOMING	10	19	21	0	0	1	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	2	0	0	0	0	0
NORTHERN MARIANAS	1	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	5	0	1	0	2	0
BUR. OF INDIAN AFFAIRS	1	0	1	1	0	0	0	0
U.S. AND OUTLYING AREAS	4,897	4,011	18,240	4,200	2,165	121	518	182
50 STATES, D.C. & P.R.	4,894	4,009	18,232	4,199	2,164	121	516	182

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

AUTISM

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	13.07	19.03	39.49	13.64	5.97	0.28	8.52	0.00
ALASKA	14.67	20.00	64.00	1.33	0.00	0.00	0.00	0.00
ARIZONA	20.46	7.82	51.49	4.60	15.40	0.00	0.00	0.23
ARKANSAS	13.24	23.34	57.14	0.00	5.23	0.00	0.00	1.05
CALIFORNIA	9.56	7.64	64.81	7.62	9.58	0.00	0.28	0.51
COLORADO	43.28	10.45	45.52	0.75	0.00	0.00	0.00	0.00
CONNECTICUT	23.68	18.79	30.72	12.13	10.76	0.98	2.94	0.00
DELAWARE	0.00	52.07	16.57	31.36	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	34.25	5.48	60.27	0.00	0.00	0.00
FLORIDA	3.35	3.76	75.15	17.14	0.42	0.00	0.00	0.18
GEORGIA	11.00	9.96	76.97	1.63	0.00	0.00	0.45	0.00
HAWAII	5.32	14.89	77.66	0.00	1.06		1.06	
IDAHO	34.75	22.70	41.13	0.71	0.00	0.71	0.00	0.00
ILLINOIS	12.80	4.65	50.79	10.09	19.74	0.07	1.86	0.00
INDIANA	24.32	6.65	61.29	1.37	0.00	0.46	1.55	0.36
IOWA	31.09	21.50	43.78	2.85	0.00	0.26	0.52	0.00
KANSAS	31.47	21.55	41.18	3.45	0.43	0.00	1.72	0.00
KENTUCKY	21.95	27.51	47.25	0.32	0.32	0.00	0.00	0.65
LOUISIANA	2.95	3.66	88.05	2.57	0.00	2.19	0.14	0.28
MAINE	35.55	21.43	39.88	1.19	1.79	0.00	3.57	0.60
MARYLAND	11.11	11.81	47.28	18.57	7.59	0.00	3.23	0.42
MASSACHUSETTS	4.57	0.82	18.99	6.69	42.68		25.45	0.42
MICHIGAN	22.79	10.25	41.69	24.79		0.15	0.00	0.34
MINNESOTA	37.01	25.86	33.45	1.45	2.11	0.00	0.00	0.11
MISSISSIPPI	1.48	9.45	76.35	6.40	0.00	3.94	0.49	1.48
MISSOURI	14.71	21.22	48.61	12.22	2.94	0.00	0.00	0.31
MONTANA	22.22	31.11	42.22	2.22	0.00	1.11	0.00	1.11
NEBRASKA	27.14	23.57	41.43	5.71	0.00	0.00	1.43	0.71
NEVADA	18.26	13.91	52.17	14.78	0.00	0.00	0.00	0.87
NEW HAMPSHIRE	31.31	19.19	29.29	9.09	6.06	0.00	4.04	1.01
NEW JERSEY	3.12	5.32	18.91	21.65	46.24	2.48	1.18	1.01
NEW MEXICO	11.29	7.26	78.23	0.00	0.00	2.42	0.00	0.81
NEW YORK	9.44	3.14	18.54	51.55	12.44	0.31	5.07	0.52
NORTH CAROLINA	11.90	5.20	72.44	9.78	0.14	0.07	0.00	0.48
NORTH DAKOTA	28.85	28.85	23.08	0.00	3.85	3.85	11.54	0.00
OHIO	48.20	25.68	22.26	3.77	0.00	0.00	0.00	0.09
OKLAHOMA	19.17	15.41	61.28	1.88	0.75	0.18	0.38	0.75
OREGON	48.19	21.02	24.80	2.59	1.04	0.59	0.00	1.78
PENNSYLVANIA	8.08	7.67	66.71	8.42	7.81	0.07	0.89	0.34
PUERTO RICO	1.68	7.84	71.99	6.72	5.32	0.00	0.00	6.44
RHODE ISLAND	2.86	16.19	48.57	0.00	24.76	0.00	4.76	2.86
SOUTH CAROLINA	1.46	9.43	82.30	2.20	0.00	0.31	0.00	2.20
SOUTH DAKOTA	27.16	16.05	34.57	1.23	2.47	3.70	14.81	0.00
TENNESSEE	8.09	9.68	74.95	4.93	2.17	0.99	0.00	0.20
TEXAS	5.29	22.11	67.48	3.84	0.10	0.20	0.26	0.69
UTAH	4.83	3.88	77.44	12.81		0.00	-	0.00
VERMONT	39.39	7.58	[illegible]	1.52	1.52	0.00	1.52	3.03
VIRGINIA	5.59	8.39	72.13	9.49	1.30	0.70	2.50	0.10
WASHINGTON	19.24	20.95	57.41	2.01	0.40	0.23	0.00	0.23
WEST VIRGINIA	23.84	23.18	50.99	0.66	0.00	0.00	0.66	0.66
WISCONSIN	18.24	18.39	58.94	2.24	0.15	0.30	0.00	0.75
WYOMING	20.83	31.25	43.75	0.00	0.00	2.08	0.00	2.08
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	11.11	0.00	55.56	0.00	11.11	0.00	22.22	0.00
BUR. OF INDIAN AFFAIRS	11.11	66.67	11.11	11.11	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	14.25	11.67	53.08	12.22	6.30	0.35	1.57	0.56
50 STATES, D.C. & P.R.	14.25	11.66	53.09	12.23	6.30	0.35	1.56	0.56

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

DEAF-BLINDNESS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1	1	5	0	0	2	0	0
ALASKA	0	0	3	0	0	0	0	0
ARIZONA	22	4	29	42	5	0	0	1
ARKANSAS	0	5	2	5	0	0	5	0
CALIFORNIA	21	19	44	3	8	2	0	1
COLORADO	24	5	23	14	0	8	0	2
CONNECTICUT	16	8	8	2	16	0	2	0
DELAWARE	1	4	10	16	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	12	0	0	0	0
FLORIDA	1	1	45	4	1	0	0	0
GEORGIA	2	1	4	4	0	4	0	0
HAWAII	0	0	0	0		1		0
IDAHO	1	2	2	0	1	3	0	0
ILLINOIS	11	2	25	8	0	13	0	0
INDIANA	0	1	34	8	0	5	6	2
IOWA	0	0	0	0	0	0	0	0
KANSAS	1	1	4	0	0	1	0	1
KENTUCKY	1	3	4	0	0	4	0	0
LOUISIANA	1	0	8	0	0	0	0	0
MAINE	1	4	0	0	1	0	4	0
MARYLAND	3	0	6	4	0	0	7	0
MASSACHUSETTS	0	0	13	7	56		14	0
MICHIGAN								
MINNESOTA	8	0	2	1	1	7	8	0
MISSISSIPPI	49	15	61	2	0	4	0	0
MISSOURI	0	44	18	14	5	14	0	0
MONTANA	5	0	0	0	0	2	0	0
NEBRASKA	0	0	1	0	0	0	0	0
NEVADA	1	1	2	0	0	0	7	0
NEW HAMPSHIRE	0	0	0	2	0	0	0	0
NEW JERSEY	6	0	0	6	1	12	0	0
NEW MEXICO	1	0	4	1	0	1	0	0
NEW YORK	2	1	6	8	0	1	1	0
NORTH CAROLINA	1	0	0	0	0	51	0	0
NORTH DAKOTA	4	0	1	9	0	29	0	0
OHIO	7	2	2	0	0	0	0	2
OKLAHOMA	2	4	12	4	0	3	0	0
OREGON	0	0	0	0	0	0	0	0
PENNSYLVANIA	1	4	0	0	0	0	0	1
PUERTO RICO	0	0	2	24	0	0	1	0
RHODE ISLAND	0	1	0	0	0	8	0	0
SOUTH CAROLINA	1	0	2	4	0	1	0	0
SOUTH DAKOTA	3	0	0	0	0	0	0	0
TENNESSEE	0	0	2	4	0	0	0	0
TEXAS	2	15	70	12	0	21	0	1
UTAH	1	2	24	10		0		0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	0	0	0
WASHINGTON	4	4	17	2	0	1	0	1
WEST VIRGINIA	1	0	7	1	0	19	0	0
WISCONSIN	0	0	7	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	0	0	5	0	2	0	2	0
BUR. OF INDIAN AFFAIRS	0	0	1	0	0	0	1	0
U.S. AND OUTLYING AREAS	213	178	575	230	71	177	44	23
50 STATES, D.C. & P.R.	212	178	563	230	69	177	41	23

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE, FACIL=FACILITY, RESID=RESIDENTIAL, HOSP=HOSPITAL, ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	11.11	11.11	55.56	0.00	0.00	22.22	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	23.16	4.21	30.53	33.68	5.26	0.00	0.00	3.16
ARKANSAS	0.00	27.78	11.11	33.33	0.00	0.00	27.78	0.00
CALIFORNIA	14.69	13.29	61.54	6.29	3.50	0.00	0.00	0.70
COLORADO	32.43	6.76	31.08	18.92	0.00	8.11	0.00	2.70
CONNECTICUT	30.77	15.38	15.38	3.85	30.77	0.00	3.85	0.00
DELAWARE	3.03	18.18	30.30	48.48	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	3.13	3.13	78.13	12.50	3.13	0.00	0.00	0.00
GEORGIA	13.33	6.67	26.67	26.67	0.00	26.67	0.00	0.00
HAWAII	0.00	0.00	0.00	0.00		100.00		
IDAHO	22.22	22.22	11.11	0.00	11.11	33.33	0.00	0.00
ILLINOIS	20.37	3.70	46.30	5.56	0.00	24.07	0.00	0.00
INDIANA	0.00	5.17	58.62	13.79	0.00	8.62	10.34	3.45
IOWA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
KANSAS	30.00	10.00	40.00	0.00	0.00	10.00	0.00	10.00
KENTUCKY	10.00	30.00	40.00	0.00	10.00	0.00	0.00	10.00
LOUISIANA	7.69	23.08	38.46	0.00	0.00	30.77	0.00	0.00
MAINE	9.09	36.36	0.00	0.00	9.09	0.00	36.36	9.09
MARYLAND	15.00	0.00	30.00	20.00	0.00	0.00	35.00	0.00
MASSACHUSETTS	0.00	0.00	28.26	6.52	34.78		30.43	0.00
MICHIGAN								
MINNESOTA	38.10	14.29	4.76	4.76	4.76	33.33	0.00	0.00
MISSISSIPPI	34.75	18.44	43.26	0.71	0.00	2.84	0.00	0.00
MISSOURI	1.71	37.61	32.48	11.97	4.27	11.97	0.00	0.00
MONTANA	31.58	10.53	47.37	0.00	0.00	10.53	0.00	0.00
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA	25.00	25.00	50.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	66.67	0.00	0.00	33.33	0.00
NEW JERSEY	16.22	0.00	8.11	16.22	27.03	32.43	0.00	0.00
NEW MEXICO	12.50	12.50	50.00	12.50	0.00	12.50	0.00	0.00
NEW YORK	11.11	5.56	11.11	50.00	0.00	16.67	5.56	0.00
NORTH CAROLINA	4.17	0.00	8.33	4.17	29.17	54.17	0.00	0.00
NORTH DAKOTA	8.89	4.44	2.22	20.00	0.00	64.44	0.00	0.00
OHIO	36.84	10.53	10.53	31.58	0.00	0.00	0.00	10.53
OKLAHOMA	7.14	14.29	35.71	14.29	0.00	10.71	0.00	17.86
OREGON	0.00	37.50	62.50	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	16.67	66.67	16.67	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	7.41	88.89	0.00	0.00	0.00	3.70
RHODE ISLAND	0.00	50.00	0.00	0.00	0.00	0.00	50.00	0.00
SOUTH CAROLINA	6.67	0.00	13.33	26.67	0.00	53.33	0.00	0.00
SOUTH DAKOTA	75.00	0.00	0.00	0.00	0.00	25.00	0.00	0.00
TENNESSEE	0.00	0.00	33.33	66.67	0.00	0.00	0.00	0.00
TEXAS	1.69	8.47	59.32	10.17	0.00	17.80	0.00	2.54
UTAH	2.70	5.41	64.86	27.03		0.00		0.00
VERMONT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	13.79	13.79	58.62	6.90	0.00	3.45	0.00	3.45
WEST VIRGINIA	4.17	0.00	4.17	12.50	0.00	79.17	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	55.56	0.00	22.22	0.00	22.22	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	75.00	0.00	0.00	0.00	25.00	0.00
U.S. AND OUTLYING AREAS	14.10	11.78	38.05	15.22	4.70	11.71	2.91	1.52
50 STATES, D.C. & P.R.	14.20	11.92	37.71	15.41	4.62	11.86	2.75	1.54

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SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

TRAUMATIC BRAIN INJURY

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	64	76	38	3	0	1	0	10
ALASKA	21	22	17	0	0	0	0	[illegible]
ARIZONA	24	15	8	0	0	0	0	1
ARKANSAS	20	34	26	0	5	0	28	4
CALIFORNIA	208	179	328	12	27	0	2	[illegible]
COLORADO	109	42	24	1	0	0	1	9
CONNECTICUT	29	16	11	5	3	0	1	0
DELAWARE	0	1	0	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	3	0	0	0
FLORIDA	41	47	86	5	0	0	0	4
GEORGIA	56	89	88	5	0	2	[illegible]	5
HAWAII	7	15	11	0				1
IDAHO	77	46	27	1	0	0	0	2
ILLINOIS	47	139	213	31	11	1	0	3
INDIANA	154	42	99	6	0	0	4	8
IOWA	70	53	45	1	0	1	2	1
KANSAS	64	41	44	2	1	0	0	3
KENTUCKY	43	47	48	4	[illegible]	0	0	1
LOUISIANA	41	57	124	1	0	0	0	8
MAINE	27	15	24	0	0	0	0	0
MARYLAND	84	145	76	16	19	1	4	2
MASSACHUSETTS	49	251	85	22	53		23	25
MICHIGAN								
MINNESOTA	92	57	25	3	0	2	4	[illegible]
MISSISSIPPI	11	55	49	11	[illegible]	0	1	0
MISSOURI	46	94	69	17	[illegible]	[illegible]	0	[illegible]
MONTANA	35	16	12	0	1	0	0	4
NEBRASKA	76	42	23	1	4	2	0	2
NEVADA	22	26	8	4	[illegible]	0	0	2
NEW HAMPSHIRE	19	11	8	0	1	0	1	0
NEW JERSEY	15	20	18	1	11	0	1	[illegible]
NEW MEXICO	58	34	67	4	0	4	0	8
NEW YORK	182	152	295	71	14	1	12	68
NORTH CAROLINA	88	78	41	9		0	0	13
NORTH DAKOTA	14	5	1	[illegible]		0	1	0
OHIO	119	31	57	6		0	0	93
OKLAHOMA	64	51	36	1	[illegible]	1	3	4
OREGON	126	62	19	1	1	0	3	[illegible]
PENNSYLVANIA	94	312	395	9	624	1	49	6
PUERTO RICO	9	6	9	3	0	0	[illegible]	4
RHODE ISLAND	17	7	13	0	4	0	2	3
SOUTH CAROLINA	4	19	17	0	0	1	0	[illegible]
SOUTH DAKOTA	21	17	6	0	0	1	4	1
TENNESSEE	61	60	90	3	0	1	0	9
TEXAS	68	233	196	9	0	[illegible]	0	18
UTAH	111	56	123	13		0		[illegible]
VERMONT	22	3	4	0	[illegible]	0	0	1
VIRGINIA	46	72	61	1	2	0	2	8
WASHINGTON	78	73	44	1	4	3	0	1
WEST VIRGINIA	57	25	15	0	0	0	0	4
WISCONSIN	69	103	75	4	0	2	[illegible]	[illegible]
WYOMING	14	31	17	1	2	4	[illegible]	[illegible]
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	2	0	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	4	4	2	0	0	0	1
U.S. AND OUTLYING AREAS	3,049	2,758	3,240	309	991	29	148	259
50 STATES, D.C. & P.R.	3,041	2,754	3,234	308	991	25	148	259

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

TRAUMATIC BRAIN INJURY

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	53.33	19.58	19.79	1.56	0.00	0.52	0.00	5.21
ALASKA	35.00	36.67	28.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	50.00	31.25	16.67	0.00	0.00	0.00	0.00	2.08
ARKANSAS	[illegible]	34.04	12.77	[illegible]	4.27	0.00	21.91	3.42
CALIFORNIA	[illegible]	[illegible]	[illegible]	1.59	3.48	[illegible]	[illegible]	[illegible]
COLORADO	[illegible]	22.59	[illegible]	0.54	[illegible]	[illegible]	0.54	4.44
CONNECTICUT	[illegible]	[illegible]	19.44	4.91	5.46	[illegible]	1.79	[illegible]
DELAWARE	[illegible]	[illegible]	[illegible]	50.00	[illegible]	[illegible]	[illegible]	[illegible]
DISTRICT OF COLUMBIA	[illegible]	[illegible]	[illegible]	52.[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FLORIDA	22.91	25.11	45.83	1.67	[illegible]	0.00	0.00	4.28
GEORGIA	29.14	36.91	28.64	2.07	0.00	0.00	0.00	[illegible]
HAWAII	17.59	44.12	32.35	[illegible]				2.94
IDAHO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.00	[illegible]	1.41
ILLINOIS	[illegible]	24.54	41.74	[illegible]	2.26	0.52	[illegible]	[illegible]
INDIANA	44.89	[illegible]	31.41	[illegible]	[illegible]	[illegible]	1.94	2.56
IOWA	40.00	30.29	25.71	1.71	0.00	0.57	1.14	0.57
KANSAS	40.76	26.11	28.03	1.27	0.64	0.00	0.00	3.18
KENTUCKY	30.61	31.97	32.65	2.72	0.00	0.00	0.00	2.04
LOUISIANA	17.90	24.89	54.15	0.44	0.00	0.00	0.00	2.62
MAINE	31.40	40.70	27.91	0.00	0.00	0.00	0.00	0.00
MARYLAND	34.01	18.22	30.77	6.48	7.69	0.40	1.62	0.81
MASSACHUSETTS	17.59	9.16	31.14	8.06	18.32		8.42	7.33
MICHIGAN								
MINNESOTA	46.23	28.64	14.57	4.52	0.00	1.01	2.01	3.02
MISSISSIPPI	8.40	41.98	36.64	8.40	0.00	0.00	0.76	3.82
MISSOURI	19.74	40.34	29.61	7.30	0.00	0.00	0.00	3.00
MONTANA	54.69	25.00	18.75	0.00	1.56	0.00	0.00	0.00
NEBRASKA	50.33	27.81	15.23	1.99	1.32	0.66	0.00	2.65
NEVADA	34.43	42.62	13.11	6.56	0.00	0.00	0.00	3.28
NEW HAMPSHIRE	38.24	32.35	23.53	0.00	2.94	0.00	2.94	0.00
NEW JERSEY	21.43	28.57	25.71	4.29	15.71	0.00	1.43	2.86
NEW MEXICO	33.72	19.77	38.95	2.33	0.00	2.33	0.00	2.91
NEW YORK	34.36	17.29	33.56	8.33	2.05	0.11	1.37	2.93
NORTH CAROLINA	35.00	27.86	28.93	3.21	0.71	0.00	0.00	4.29
NORTH DAKOTA	63.64	22.73	4.55	0.00	0.00	0.00	4.55	4.55
OHIO	61.79	16.76	9.19	3.24	0.00	0.00	[illegible]	[illegible]
OKLAHOMA	39.24	32.52	22.09	1.23	0.00	0.61	1.84	2.47
OREGON	51.22	27.64	15.45	1.22	1.22	0.00	0.41	2.84
PENNSYLVANIA	6.67	16.47	28.83	0.64	44.29	0.07	0.41	[illegible]
PUERTO RICO	24.14	27.59	31.03	10.34	0.00	0.00	0.00	6.90
RHODE ISLAND	49.53	16.28	[illegible]	0.00	4.90	0.00	2.33	2.33
SOUTH CAROLINA	17.02	40.43	36.17	0.00	0.00	2.13	0.00	4.26
SOUTH DAKOTA	41.18	33.33	9.80	0.00	0.00	1.96	11.76	1.96
TENNESSEE	27.23	26.79	40.18	1.34	0.00	0.45	0.00	4.02
TEXAS	12.67	44.72	37.62	1.54	0.00	0.00	0.00	3.45
UTAH	36.41	19.03	39.63	4.19		[illegible]		[illegible]
VERMONT	66.67	15.15	12.12	0.00	0.00	0.00	0.00	6.06
VIRGINIA	24.21	37.89	32.11	0.53	1.05	0.00	1.05	3.16
WASHINGTON	36.08	37.63	22.68	0.52	1.03	0.00	0.00	2.06
WEST VIRGINIA	56.44	24.75	14.85	0.00	0.00	0.00	0.00	3.96
WISCONSIN	27.27	40.71	29.64	1.58	0.00	0.79	0.00	0.00
WYOMING	37.36	36.26	18.68	1.10	2.20	4.40	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	37.50	25.00	25.00	6.25	0.00	0.00	0.00	6.25
U.S. AND OUTLYING AREAS	24.82	26.93	35.62	2.92	7.48	0.24	1.40	2.46
50 STATES, D.C. & P.R.	24.83	26.94	35.63	2.92	7.49	0.24	1.41	2.45

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE FACIL=FACILITY, RESID=RESIDENTIAL, HOSP=HOSPITAL, ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB3

Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8,696	815	393	66	56	27	1	114
ALASKA	262	14	296	0	0	0	[illegible]	[illegible]
ARIZONA	2,718	2,226	2,280	41	343	117	1	21
ARKANSAS	3,469	1,219	1,636	40	1,147	9	14	12
CALIFORNIA	29,697	2,870	27,965	2,794	319	61	11	219
COLORADO	4,076	1,731	1,929	145	4	8	[illegible]	51
CONNECTICUT	3,388	449	2,499	135	267	0	4	28
DELAWARE	441	543	333	98	2	0	[illegible]	18
DISTRICT OF COLUMBIA	211	27	14	87	78	0	[illegible]	[illegible]
FLORIDA	15,866	1,842	10,704	414	416	13	[illegible]	232
GEORGIA	7,091	3,666	3,137	234	115	15	1	[illegible]
HAWAII	274	62	928	6	3	0	[illegible]	[illegible]
IDAHO	1,581	553	164	68	231	10	[illegible]	[illegible]
ILLINOIS	12,771	1,030	17,369	1,921	141	14	[illegible]	[illegible]
INDIANA	5,246	476	6,457	262	[illegible]	2	[illegible]	192
IOWA	1,407	541	1,432	136	[illegible]	15	4	211
KANSAS	3,141	1,009	2,183	17	11	0	[illegible]	5
KENTUCKY	13,409	734	792	187	192	4	1	80
LOUISIANA	4,989	514	4,181	209	2	22	[illegible]	29
MAINE	1,961	191	140	107	544	8	[illegible]	627
MARYLAND	4,765	1,495	2,256	500	178	61	[illegible]	174
MASSACHUSETTS	13,165	231	1,003	58	40		[illegible]	41
MICHIGAN	5,511	542	6,266	1,180		7	0	2,849
MINNESOTA	5,319	2,144	3,408	[illegible]	6	6	5	[illegible]
MISSISSIPPI	3,423	671	1,275	217	58	25	4	172
MISSOURI	3,518	1,179	2,764	176	12	4	4	2
MONTANA	1,035	320	248	78	44	6	[illegible]	2
NEBRASKA	898	349	1,285	422	25	9	[illegible]	126
NEVADA	1,081	23	2,506	144	5	0	[illegible]	18
NEW HAMPSHIRE	1,171	162	728	105	18	0	4	97
NEW JERSEY	6,744	2,068	5,897	1,044	467	23	1	63
NEW MEXICO	1,690	255	2,525	162	12	66	[illegible]	47
NEW YORK	8,333	836	6,198	1,097	1,396	32	14	46
NORTH CAROLINA	11,550	893	3,068	582	156	64	28	183
NORTH DAKOTA	568	93	308	139	[illegible]	2	[illegible]	11
OHIO	5,741	534	7,413	1,676	0	10	[illegible]	421
OKLAHOMA	2,441	393	1,762	214	19	14	18	18
OREGON	3,286	312	1,207	282	163	2	4	279
PENNSYLVANIA	8,546	1,861	8,504	64	379	11	16	1,131
PUERTO RICO	2,219	787	754	171	179	2	[illegible]	386
RHODE ISLAND	1,049	372	443	23	131	0	1	1
SOUTH CAROLINA	7,800	675	1,694	110	25	4	0	112
SOUTH DAKOTA	434	519	1,198	3	0	2	6	[illegible]
TENNESSEE	7,141	1,175	1,573	105	47	5	[illegible]	16
TEXAS	16,865	1,593	12,193	279	5	2	0	427
UTAH	1,884	1,663	821	47		0	[illegible]	4
VERMONT	449	19	211	44	28	0	1	92
VIRGINIA	6,396	771	5,239	209	83	7	[illegible]	471
WASHINGTON	3,979	1,787	5,466	488	133	12	[illegible]	134
WEST VIRGINIA	3,003	477	1,405	14	3	8	[illegible]	227
WISCONSIN	5,618	1,302	6,704	257	6	28	[illegible]	28
WYOMING	397	56	9	1	4	0	[illegible]	[illegible]
AMERICAN SAMOA	43	0	0	0	0	0	[illegible]	[illegible]
GUAM	97	28	44	1	1	0	[illegible]	[illegible]
NORTHERN MARIANAS	92	0	0	0	0	0	[illegible]	[illegible]
PALAU	3	0	1	0	0	0	0	8
VIRGIN ISLANDS								
BUR. OF INDIAN AFFAIRS								
U.S. AND OUTLYING AREAS	263,156	46,401	166,917	20,732	8,543	694	177	10,210
50 STATES, D.C. & P.R.	262,961	46,373	166,872	20,731	8,542	694	177	[illegible]

Please see data notes for an explanation of individual State differences.
A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.
SEPAR=SEPARATE, FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL, ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB3

Percentage of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	81.85	9.90	4.80	0.81	0.68	0.33	0.01	1.61
ALASKA	44.41	4.07	50.17	0.00	0.00	0.00	0.00	1.36
ARIZONA	35.39	28.77	29.08	0.40	4.43	1.51	0.01	0.40
ARKANSAS	44.00	15.45	20.76	0.38	15.06	0.00	0.20	4.15
CALIFORNIA	53.28	4.79	37.62	3.23	0.57	0.11	0.02	0.37
COLORADO	56.24	14.25	26.48	2.28	0.01	0.07	0.00	0.69
CONNECTICUT	47.96	6.30	41.54	1.91	2.36	0.00	0.03	0.40
DELAWARE	45.53	30.81	18.03	4.87	0.05	0.00	0.00	0.70
DISTRICT OF COLUMBIA	54.52	6.98	3.62	14.73	20.16	0.00	0.00	0.00
FLORIDA	44.46	7.54	43.81	1.69	1.70	0.05	0.00	0.74
GEORGIA	49.34	25.65	21.25	1.64	0.80	0.10	0.02	1.19
HAWAII	21.57	4.85	72.91	0.47	0.24	0.00	0.00	0.00
IDAHO	49.24	17.22	5.23	21.40	6.26	0.31	0.03	0.31
ILLINOIS	49.01	3.97	38.86	7.34	0.55	0.04	0.00	0.22
INDIANA	40.12	7.48	49.28	2.00	0.09	0.02	0.00	1.01
IOWA	58.93	9.22	25.43	2.32	0.00	0.27	0.15	3.67
KANSAS	49.33	15.80	34.32	0.27	0.20	0.00	0.00	0.08
KENTUCKY	90.02	4.70	2.61	1.33	0.88	0.03	0.01	0.44
LOUISIANA	48.01	5.46	43.82	2.20	0.01	0.23	0.00	0.26
MAINE	53.10	5.20	5.14	4.79	14.84	0.22	0.05	16.65
MARYLAND	48.67	19.36	23.04	5.11	1.41	0.62	0.01	1.78
MASSACHUSETTS	90.57	1.59	6.89	0.25	0.55	.	0.02	0.14
MICHIGAN	23.94	2.94	40.15	17.28		0.04	0.00	15.65
MINNESOTA	49.71	19.86	31.21	0.06	0.05	0.05	0.05	0.00
MISSISSIPPI	61.27	10.76	20.45	3.48	0.93	0.32	0.06	2.73
MISSOURI	44.77	15.00	35.23	4.76	0.15	0.01	0.05	0.03
MONTANA	59.64	18.51	14.24	4.52	2.55	0.35	0.12	0.06
NEBRASKA	27.12	10.54	38.81	12.68	0.76	0.24	0.00	9.85
NEVADA	32.54	0.71	61.51	4.54	0.15	0.00	0.00	0.55
NEW HAMPSHIRE	51.33	7.04	31.80	4.59	0.79	0.00	0.17	4.24
NEW JERSEY	40.25	12.46	35.19	6.47	5.11	0.14	0.01	0.38
NEW MEXICO	36.11	4.27	53.53	3.46	0.26	1.41	0.00	0.96
NEW YORK	45.23	4.38	34.19	5.85	9.75	0.17	0.18	0.25
NORTH CAROLINA	69.55	4.65	18.48	1.50	2.14	2.41	0.16	1.10
NORTH DAKOTA	49.13	8.04	26.64	12.02	0.61	0.17	0.00	3.37
OHIO	31.41	5.46	40.66	20.11	0.00	0.05	0.00	2.30
OKLAHOMA	51.68	7.43	35.28	4.12	0.36	0.26	0.34	0.53
OREGON	57.31	5.54	21.42	5.00	6.44	0.04	0.07	3.18
PENNSYLVANIA	41.52	9.04	41.37	0.31	1.84	0.05	0.04	5.83
PUERTO RICO	50.94	17.59	16.85	3.82	4.00	0.04	0.00	6.75
RHODE ISLAND	42.72	15.11	35.95	0.81	5.33	0.00	0.04	0.04
SOUTH CAROLINA	74.72	6.47	16.22	1.25	0.24	0.04	0.00	1.06
SOUTH DAKOTA	20.07	24.01	55.41	0.14	0.00	0.09	0.28	0.00
TENNESSEE	70.76	11.64	15.59	1.04	0.47	0.05	0.00	0.46
TEXAS	54.12	5.11	39.12	0.90	0.02	0.01	0.00	0.72
UTAH	42.59	37.59	18.56	1.06		0.00	.	0.20
VERMONT	68.07	1.46	17.13	3.57	2.27	0.00	0.04	7.46
VIRGINIA	47.13	5.70	38.54	1.54	0.61	0.05	0.00	6.43
WASHINGTON	33.15	14.89	45.54	4.07	1.11	0.10	0.00	1.15
WEST VIRGINIA	58.66	9.32	27.45	0.27	0.00	0.06	0.00	4.24
WISCONSIN	40.34	9.35	48.14	1.85	0.04	0.07	0.00	0.20
WYOMING	84.65	11.94	1.92	0.21	1.28	0.00	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	56.73	16.37	25.73	0.58	0.58	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	
PALAU	37.50	0.00	12.50	0.00	0.00	0.00	0.00	50.00
VIRGIN ISLANDS				.	.		.	
BUR. OF INDIAN AFFAIRS					.		.	.
U.S. AND OUTLYING AREAS	50.92	8.98	32.30	4.01	1.65	0.13	0.03	1.98
50 STATES, D.C. & P.R.	50.91	8.98	32.30	4.01	1.65	0.13	0.03	1.98

Please see data notes for an explanation of individual State differences.
A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

STATE	NUMBER REGULAR CLASS	 RESOURCE ROOM	 SEPAR CLASS	 PUBLIC SEPAR FACIL	 PRIVATE SEPAR FACIL	 PUBLIC RESID FACIL	 PRIVATE RESID FACIL	 HOME HOSP ENVIR
ALABAMA	23,659	13,175	5,351	311	39	113	36	32
ALASKA	5,655	2,397	539	94	1	0	3	3
ARIZONA	21,977	10,737	4,665	327	355	100	21	43
ARKANSAS	11,259	7,508	2,669	59	131	0	103	76
CALIFORNIA	178,479	38,002	56,184	2,251	2,090	272	145	575
COLORADO	25,103	3,649	2,004	194	76	11	116	118
CONNECTICUT	21,156	5,925	5,021	364	549	8	95	35
DELAWARE	2,365	4,533	577	213	5	0	0	34
DISTRICT OF COLUMBIA	443	525	1,080	340	217	0	2	0
FLORIDA	74,278	38,597	40,316	2,008	128	225	0	421
GEORGIA	32,294	24,082	15,273	329	11	111	23	36
HAWAII	4,766	2,446	1,217	16	27	8	1	5
IDAHO	9,199	2,207	490	45	3	49	1	13
ILLINOIS	61,571	28,580	28,964	1,996	1,246	91	66	172
INDIANA	48,014	6,820	11,924	252	5	138	90	46
IOWA	18,980	6,928	3,198	228	0	59	17	12
KANSAS	18,425	4,456	2,087	122	16	21	10	42
KENTUCKY	23,581	10,472	4,062	52	54	73	17	73
LOUISIANA	18,425	7,066	12,619	282	20	168	5	148
MAINE	8,465	4,347	1,441	65	60	3	11	30
MARYLAND	25,004	11,309	10,902	1,292	725	158	93	81
MASSACHUSETTS	49,991	7,554	9,933	464	1,103		146	201
MICHIGAN	53,099	16,425	16,197	2,679		60	8	360
MINNESOTA	34,122	7,640	2,402	589	72	110	76	52
MISSISSIPPI	15,104	8,762	5,516	125	28	112	5	78
MISSOURI	28,635	17,750	7,666	810	179	55	8	53
MONTANA	5,509	2,338	492	21	11	38	46	12
NEBRASKA	13,943	3,441	1,448	284	46	12	8	96
NEVADA	7,466	5,204	1,183	209	0	0	1	31
NEW HAMPSHIRE	5,519	3,075	2,081	342	64	1	61	20
NEW JERSEY	57,208	17,569	17,923	1,783	2,863	148	5	182
NEW MEXICO	8,480	6,118	6,435	103	2	42	10	48
NEW YORK	75,278	23,552	57,686	7,746	3,321	475	704	307
NORTH CAROLINA	54,019	12,132	10,122	505	177	206	55	109
NORTH DAKOTA	4,845	550	295	28	6	14	12	11
OHIO	72,643	20,265	7,607	2,659	0	48	0	302
OKLAHOMA	19,756	9,913	3,790	129	45	74	19	59
OREGON	24,520	4,513	1,527	216	259	177	51	69
PENNSYLVANIA	43,607	23,063	24,277	998	1,119	215	96	103
PUERTO RICO	1,674	12,462	3,771	199	389	11	1	311
RHODE ISLAND	6,965	2,020	2,887	39	151	0	46	19
SOUTH CAROLINA	21,805	14,685	9,025	212	17	88	14	80
SOUTH DAKOTA	5,368	1,439	326	22	26	22	55	6
TENNESSEE	33,836	14,077	7,629	356	121	54	0	271
TEXAS	74,011	101,741	32,221	747	21	67	3	1,029
UTAH	13,508	7,907	3,785	238		42		45
VERMONT	4,372	265	74	14	37	0	24	35
VIRGINIA	33,775	17,007	14,997	338	207	79	31	117
WASHINGTON	30,273	13,301	6,430	196	72	20	9	178
WEST VIRGINIA	13,350	5,683	2,605	31	5	34	1	21
WISCONSIN	22,186	17,212	7,310	205	21	91	1	39
WYOMING	4,983	2,069	423	7	31	13	11	10
AMERICAN SAMOA	71	33	20	0	0	0	0	0
GUAM	284	359	123	0	1	0	0	0
NORTHERN MARIANAS	126	9	9	0	0	0	0	0
PALAU	16	24	6	0	0	0	0	0
VIRGIN ISLANDS	171	138	206	0	0	0	2	4
BUR. OF INDIAN AFFAIRS	1,891	2,163	212	11	0	5	25	3
U.S. AND OUTLYING AREAS	1,475,507	636,219	479,222	33,145	16,151	3,921	2,397	6,205
50 STATES, D.C. & P.R.	1,472,948	633,493	478,646	33,134	16,150	3,916	2,370	6,198

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	55.39	30.84	12.53	0.73	0.09	0.26	0.08	0.07
ALASKA	65.06	27.58	6.20	1.08	0.01	0.00	0.03	0.03
ARIZONA	57.49	28.09	12.20	0.86	0.93	0.26	0.05	0.11
ARKANSAS	51.73	34.50	12.26	0.27	0.60	0.00	0.47	0.17
CALIFORNIA	64.20	13.67	20.21	0.81	0.75	0.10	0.05	0.21
COLORADO	80.28	11.67	6.41	0.62	0.24	0.04	0.37	0.38
CONNECTICUT	63.81	17.87	15.14	1.10	1.66	0.02	0.29	0.11
DELAWARE	30.61	58.66	7.47	2.76	0.06	0.00	0.00	0.44
DISTRICT OF COLUMBIA	17.01	20.15	41.46	13.05	8.33	0.00	0.00	0.00
FLORIDA	47.62	24.75	25.85	1.29	0.08	0.14	0.00	0.27
GEORGIA	44.75	33.37	21.17	0.46	0.02	0.15	0.03	0.05
HAWAII	56.16	28.82	14.34	0.19	0.32	0.09	0.01	0.06
IDAHO	76.61	18.38	4.08	0.37	0.02	0.41	0.01	0.11
ILLINOIS	50.19	23.30	23.61	1.63	1.02	0.07	0.05	0.14
INDIANA	71.37	10.14	17.72	0.37	0.01	0.21	0.12	0.07
IOWA	64.51	23.55	10.87	0.77	0.00	0.20	0.06	0.04
KANSAS	73.21	17.70	8.29	0.48	0.06	0.08	0.04	0.13
KENTUCKY	61.43	27.28	10.58	0.14	0.14	0.19	0.04	0.19
LOUISIANA	47.57	18.24	32.58	0.73	0.05	0.43	0.01	0.38
MAINE	58.61	30.10	9.98	0.45	0.42	0.02	0.21	0.21
MARYLAND	50.45	22.82	22.00	2.61	1.46	0.32	0.19	0.16
MASSACHUSETTS	72.04	10.89	14.31	0.67	1.59		0.21	0.29
MICHIGAN	59.78	18.49	18.23	3.02		0.07	0.01	0.41
MINNESOTA	75.72	16.95	5.33	1.31	0.16	0.24	0.17	0.12
MISSISSIPPI	50.80	29.47	18.55	0.42	0.09	0.38	0.02	0.26
MISSOURI	51.92	32.18	13.90	1.47	0.32	0.10	0.01	0.10
MONTANA	65.06	27.61	5.81	0.25	0.13	0.45	0.54	0.14
NEBRASKA	72.33	17.85	7.51	1.47	0.24	0.06	0.04	0.50
NEVADA	52.97	36.92	8.39	1.48	0.00	0.00	0.01	0.22
NEW HAMPSHIRE	49.44	27.55	18.64	3.06	0.57	0.01	0.55	0.18
NEW JERSEY	58.57	17.99	18.35	1.83	2.93	0.15	0.01	0.19
NEW MEXICO	39.93	28.81	30.30	0.48	0.01	0.20	0.05	0.23
NEW YORK	44.53	13.93	34.12	4.58	1.96	0.28	0.42	0.18
NORTH CAROLINA	69.86	15.69	13.09	0.65	0.23	0.27	0.07	0.14
NORTH DAKOTA	84.10	9.55	5.12	0.49	0.10	0.24	0.21	0.19
OHIO	70.17	19.58	7.35	2.57	0.00	0.05	0.00	0.29
OKLAHOMA	58.48	29.34	11.22	0.38	0.13	0.22	0.06	0.17
OREGON	78.26	14.40	4.87	0.69	0.83	0.56	0.16	0.22
PENNSYLVANIA	46.65	24.67	25.97	1.07	1.20	0.21	0.10	0.11
PUERTO RICO	8.90	66.23	20.04	1.06	2.06	0.06	0.01	1.65
RHODE ISLAND	57.43	16.66	23.81	0.32	1.25	0.00	0.38	0.16
SOUTH CAROLINA	47.48	31.98	19.65	0.46	0.04	0.19	0.03	0.17
SOUTH DAKOTA	73.90	19.81	4.49	0.30	0.36	0.30	0.76	0.08
TENNESSEE	60.05	24.98	13.54	0.63	0.21	0.10	0.00	0.48
TEXAS	35.27	48.49	15.36	0.36	0.01	0.03	0.00	0.49
UTAH	52.92	30.98	14.83	0.93		0.16		0.18
VERMONT	90.69	5.50	1.53	0.29	0.77	0.00	0.50	0.73
VIRGINIA	50.75	25.55	22.53	0.51	0.31	0.12	0.05	0.18
WASHINGTON	59.97	26.35	12.74	0.39	0.14	0.04	0.02	0.35
WEST VIRGINIA	61.44	26.15	11.99	0.14	0.02	0.16	0.00	0.10
WISCONSIN	47.14	36.57	15.53	0.44	0.04	0.19	0.00	0.08
WYOMING	66.03	27.41	5.60	0.09	0.41	0.17	0.15	0.13
AMERICAN SAMOA	57.26	26.61	16.13	0.00	0.00	0.00	0.00	0.00
GUAM	37.03	46.81	16.04	0.00	0.13	0.00	0.00	0.00
NORTHERN MARIANAS	87.50	6.25	6.25	0.00	0.30	0.00	0.00	0.00
PALAU	34.78	52.17	13.04	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	32.82	26.49	39.54	0.00	0.00	0.00	0.38	0.77
BUR. OF INDIAN AFFAIRS	43.87	50.19	4.92	0.26	0.00	0.12	0.58	0.07
U.S. AND OUTLYING AREAS	55.62	23.98	18.06	1.25	0.61	0.15	0.09	0.23
50 STATES, D.C. & P.R.	55.65	23.93	18.08	1.25	0.61	0.15	0.09	0.23

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	5,382	8,874	322	15	2	0	0	1
ALASKA	2,754	1,684	71	5	0	0	1	0
ARIZONA	7,545	8,581	1,186	4	18	0	2	2
ARKANSAS	2,967	7,711	475	0	3	3	11	2
CALIFORNIA	[illegible]	[illegible]	29,242	251	348	0	15	91
COLORADO	11,598	2,969	242	0	5	0	6	9
CONNECTICUT	[illegible]	7,546	1,421	54	155	2	8	11
DELAWARE	1,019	2,290	268	11	0	0	0	6
DISTRICT OF COLUMBIA	30	119	687	33	115	0	0	0
FLORIDA	[illegible]	[illegible]	18,065	53	23	14	0	24
GEORGIA	[illegible]	8,926	2,567	6	0	3	0	1
HAWAII	1,541	3,624	206	0	25	[illegible]	[illegible]	1
IDAHO	4,114	1,727	46	13	3	1	1	1
ILLINOIS	[illegible]	[illegible]	18,873	114	27	1	1	1
INDIANA	[illegible]	[illegible]	2,957	4	0	[illegible]	1	1
IOWA	[illegible]	[illegible]	125	14	[illegible]	[illegible]	2	1
KANSAS	5,474	2,448	127	14	[illegible]	[illegible]	0	2
KENTUCKY	1,440	4,157	638	1	[illegible]	0	4	2
LOUISIANA	2,714	4,735	4,479	14	4	0	1	0
MAINE	2,730	1,185	191	1	4	0	0	1
MARYLAND	[illegible]	[illegible]	[illegible]	61	13	1	1	11
MASSACHUSETTS	14,218	9,843	3,529	74	145	[illegible]	15	11
MICHIGAN	[illegible]	[illegible]	8,452	165	[illegible]	1	0	47
MINNESOTA	15,548	3,556	231	68	15	5	8	1
MISSISSIPPI	[illegible]	9,518	2,590	4	4	1	0	0
MISSOURI	[illegible]	[illegible]	[illegible]	17	0	1	0	9
MONTANA	2,472	[illegible]	84	4	[illegible]	2	4	0
NEBRASKA	[illegible]	1,853	185	19	4	2	0	2
NEVADA	[illegible]	4,426	161	13	0	0	1	5
NEW HAMPSHIRE	[illegible]	[illegible]	86	0	4	0	0	0
NEW JERSEY	[illegible]	14,591	13,541	361	444	14	0	16
NEW MEXICO	[illegible]	[illegible]	1,549	7	0	2	0	9
NEW YORK	[illegible]	[illegible]	[illegible]	142	464	23	115	42
NORTH CAROLINA	[illegible]	[illegible]	[illegible]	4	6	0	1	13
NORTH DAKOTA	[illegible]	218	6	4	0	0	1	1
OHIO	[illegible]	[illegible]	[illegible]	42	0	0	0	6
OKLAHOMA	[illegible]	[illegible]	[illegible]	4	12	0	1	8
OREGON	[illegible]	[illegible]	126	13	17	4	2	14
PENNSYLVANIA	[illegible]	[illegible]	[illegible]	87	[illegible]	2	0	3
PUERTO RICO	17	2,969	804	4	112	0	0	8
RHODE ISLAND	1,249	[illegible]	[illegible]	0	17	0	0	0
SOUTH CAROLINA	1,479	[illegible]	2,792	1	0	1	1	4
SOUTH DAKOTA	[illegible]	[illegible]	22	0	1	0	0	0
TENNESSEE	[illegible]	8,614	[illegible]	31	1	[illegible]	0	10
TEXAS	[illegible]	[illegible]	15,474	42	[illegible]	1	0	69
UTAH	[illegible]	[illegible]	[illegible]	17	[illegible]	[illegible]	[illegible]	1
VERMONT	[illegible]	98	4	0	1	[illegible]	1	11
VIRGINIA	[illegible]	[illegible]	4,616	5	11	[illegible]	4	12
WASHINGTON	[illegible]	[illegible]	[illegible]	1	4	1	2	10
WEST VIRGINIA	[illegible]	[illegible]	[illegible]	0	1	1	6	0
WISCONSIN	[illegible]	11,892	[illegible]	4	2	1	0	0
WYOMING	1,588	[illegible]	[illegible]	0	4	1	1	4
AMERICAN SAMOA	[illegible]	[illegible]	[illegible]	0	0	0	0	0
GUAM	[illegible]	412	31	0	0	0	0	0
NORTHERN MARIANAS	[illegible]	[illegible]	[illegible]	0	0	0	0	0
PALAU	14	[illegible]	[illegible]	0	0	0	0	0
VIRGIN ISLANDS	[illegible]	[illegible]	[illegible]	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	[illegible]	[illegible]	65	1	0	1	1	0
U.S. AND OUTLYING AREAS	[illegible]	[illegible]	[illegible]	2,524	2,281	100	220	520
50 STATES, D.C. & P.R.	[illegible]	[illegible]	[illegible]	2,524	2,281	99	219	520

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE, FACIL=FACILITY, RESID=RESIDENTIAL, HOSP=HOSPITAL, ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	40.63	56.93	2.27	0.11	0.01	0.00	0.00	0.01
ALASKA	60.79	37.50	1.58	0.11	0.00	0.00	0.02	0.00
ARIZONA	48.06	45.39	6.30	0.02	0.20	0.00	0.01	0.01
ARKANSAS	42.49	53.30	3.98	0.00	0.04	0.02	0.16	0.01
CALIFORNIA	56.25	22.06	21.18	0.18	0.25	0.03	0.01	0.07
COLORADO	83.65	14.50	1.69	0.01	0.04	0.00	0.04	0.06
CONNECTICUT	64.00	22.99	11.82	0.35	0.63	0.01	0.05	0.07
DELAWARE	28.74	64.98	5.51	0.65	0.00	0.00	0.00	0.13
DISTRICT OF COLUMBIA	7.42	25.66	52.91	4.54	19.37	0.06	0.00	0.00
FLORIDA	23.04	54.60	22.15	0.08	0.03	0.06	0.00	0.04
GEORGIA	41.71	47.04	11.21	0.01	0.00	0.01	0.00	0.02
HAWAII	52.92	39.51	6.90	0.00	0.65			0.02
IDAHO	78.65	20.36	0.71	0.23	0.02	0.00	0.02	0.02
ILLINOIS	26.37	47.74	25.60	0.22	0.05	0.00	0.01	0.01
INDIANA	77.98	0.90	21.07	0.03	0.00	0.00	0.01	0.01
IOWA	62.69	31.11	6.04	0.12	0.00	0.02	0.01	0.01
KANSAS	66.10	30.05	3.81	0.01	0.00	0.00	0.01	0.02
KENTUCKY	40.68	51.46	7.73	0.04	0.00	0.05	0.02	0.02
LOUISIANA	21.91	40.17	37.64	0.12	0.03	0.06	0.01	0.06
MAINE	54.16	42.12	3.56	0.02	0.04	0.03	0.00	0.06
MARYLAND	45.45	34.61	19.24	0.20	0.42	0.01	0.02	0.05
MASSACHUSETTS	78.51	12.38	8.54	0.18	0.33		0.05	0.01
MICHIGAN	47.20	35.51	16.11	1.10		0.00	0.00	0.08
MINNESOTA	77.61	20.29	1.59	0.38	0.06	0.01	0.05	0.01
MISSISSIPPI	16.41	56.94	26.49	0.04	0.04	0.01	0.00	0.07
MISSOURI	42.08	44.48	9.29	0.57	[illegible]	0.00	0.00	0.04
MONTANA	50.14	47.22	2.17	0.10	0.11		0.10	[illegible]
NEBRASKA	72.01	24.91	2.76	0.23	0.02	0.00	0.00	0.04
NEVADA	37.27	57.33	5.10	0.22	0.00	0.00	0.01	0.08
NEW HAMPSHIRE	52.26	30.16	17.35	0.10	0.04	0.00	0.04	0.05
NEW JERSEY	36.39	35.01	26.94	0.48	1.13	0.03	0.00	0.02
NEW MEXICO	29.79	39.99	30.04	0.06	0.00	0.02	0.02	0.08
NEW YORK	47.71	18.44	32.67	0.41	0.56	0.01	0.14	0.06
NORTH CAROLINA	74.70	20.50	4.71	0.01	0.02	0.00	0.00	0.04
NORTH DAKOTA	90.92	8.65	0.29	0.04	0.05	0.00	0.05	0.00
OHIO	79.85	17.34	2.71	0.04	0.00	0.00	0.00	0.06
OKLAHOMA	48.27	47.91	3.71	0.03	0.04	0.00	0.02	0.02
OREGON	78.62	20.17	0.88	0.04	0.12	0.01	0.02	0.14
PENNSYLVANIA	21.57	45.86	32.31	0.24	0.00	0.01	0.00	0.01
PUERTO RICO	2.96	87.61	7.60	0.05	1.66	0.00	0.00	0.12
RHODE ISLAND	51.46	21.34	26.93	0.00	0.27	0.00	0.00	0.00
SOUTH CAROLINA	21.18	62.39	16.37	0.02	0.01	0.01	0.01	0.00
SOUTH DAKOTA	69.24	29.73	0.74	0.00	0.11	0.00	0.18	0.00
TENNESSEE	51.02	40.39	8.30	0.11	0.04	0.00	0.00	0.14
TEXAS	13.48	76.19	10.22	0.04	0.00	0.00	0.00	0.07
UTAH	42.90	47.21	9.79	0.08		0.00		0.02
VERMONT	93.38	5.11	0.47	0.26	0.16	0.00	0.05	0.60
VIRGINIA	31.54	50.37	17.85	0.02	0.21	0.01	0.01	0.00
WASHINGTON	54.08	38.52	7.29	0.04	0.01	0.00	0.01	0.05
WEST VIRGINIA	40.96	50.34	8.67	0.00	0.02	0.01	0.00	0.00
WISCONSIN	27.93	65.25	6.79	0.02	0.01	0.01	0.05	0.00
WYOMING	55.99	41.55	2.15	0.00	0.12	0.01	0.04	0.14
AMERICAN SAMOA	65.12	34.88	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	22.20	60.23	17.57	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	94.74	3.16	2.11	0.00	0.00	0.00	0.00	0.00
PALAU	36.84	60.53	2.63	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	13.64	53.25	33.12	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	38.95	58.05	2.87	0.04	0.00	0.04	0.04	0.00
U.S. AND OUTLYING AREAS	44.93	38.71	15.89	0.19	0.20	0.01	0.02	0.05
50 STATES, D.C. & P.R.	44.96	38.66	15.92	0.19	0.20	0.01	0.02	0.05

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Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15,403	163	73	8	2	1	0	4
ALASKA	2,542	298	23	16	0	0	0	0
ARIZONA	10,955	716	120	11	129	0	0	3
ARKANSAS	6,809	382	58	6	2	0	0	1
CALIFORNIA	90,099	3,479	4,731	36	53	0	1	32
COLORADO	8,250	417	109	5	2	0	1	6
CONNECTICUT	7,770	909	454	13	16	2	0	6
DELAWARE	773	596	2	7	1	0	0	0
DISTRICT OF COLUMBIA	332	4	0	62	0	0	0	0
FLORIDA	57,254	1,832	2,078	8	18	51	0	23
GEORGIA	19,157	6,089	278	4	10	0	1	5
HAWAII	2,013	155	61	0				
IDAHO	2,932	195	30	4	1	0	0	2
ILLINOIS	43,981	701	1,849	58	3	0	0	1
INDIANA	32,673	20	5	0	0	0	0	0
IOWA	6,768	150	58	4	0	0	0	3
KANSAS	9,853	205	42	0	0	0	0	2
KENTUCKY	16,687	541	6	2	12	0	0	0
LOUISIANA	14,043	245	385	4	0	1	0	4
MAINE	4,310	888	158	0	6	0	0	2
MARYLAND	14,553	3,385	2,529	88	45	1	3	24
MASSACHUSETTS	11,608	503	774	8	28		6	9
MICHIGAN	10,820	760	590	356		6	0	200
MINNESOTA	12,488	534	100	66	6	0	19	5
MISSISSIPPI	13,250	2,307	810	37	19	6	1	11
MISSOURI	17,426	2,224	446	7	1	0	0	1
MONTANA	3,068	46	24	1	0	0	2	8
NEBRASKA	6,724	362	126	123	19	3	1	28
NEVADA	4,016	34	144	5	0	0	0	1
NEW HAMPSHIRE	1,955	993	578	32	11	0	2	6
NEW JERSEY	40,559	781	1,517	40	82	0	0	4
NEW MEXICO	4,467	1,134	1,087	2	0	0	1	1
NEW YORK	25,538	4,210	10,971	289	248	8	42	12
NORTH CAROLINA	25,019	143	155	2	25	1	2	3
NORTH DAKOTA	2,333	113	113	14	3	0	1	3
OHIO	42,379	0	0	83	0	0	0	0
OKLAHOMA	11,733	1,104	78	10	17	1	0	2
OREGON	10,116	651	192	11	28	0	2	9
PENNSYLVANIA	33,020	1,827	348	0	0	0	0	11
PUERTO RICO	1,080	2,415	176	17	69	0	1	11
RHODE ISLAND	3,196	385	237	0	5	0	0	1
SOUTH CAROLINA	16,955	814	23	0	7	0	0	0
SOUTH DAKOTA	2,984	82	18	0	3	1	3	2
TENNESSEE	19,260	1,695	587	11	8	0	0	8
TEXAS	54,656	3,630	781	9	1	0	0	15
UTAH	6,394	741	330	0		0		0
VERMONT	1,129	66	18	1	4	0	0	9
VIRGINIA	22,122	144	300	10	23	0	1	33
WASHINGTON	13,777	294	604	9	1	0	2	28
WEST VIRGINIA	9,579	657	16	0	4	0	0	2
WISCONSIN	13,920	453	516	18	11	2	0	3
WYOMING	2,669	281	22	0	20	1	0	0
AMERICAN SAMOA	15	0	0	0	0	0	0	0
GUAM	142	11	1	0	0	0	0	0
NORTHERN MARIANAS	5	0	0	0	0	0	0	0
PALAU	1	0	0	0	0	0	0	0
VIRGIN ISLANDS	125	4	29	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	765	458	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	832,148	51,226	34,555	1,472	940	45	92	518
50 STATES, D.C. & P.R.	831,095	50,753	34,525	1,472	940	45	92	518

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	98.40	1.04	0.47	0.05	0.01	0.02	0.00	0.01
ALASKA	88.29	10.35	0.80	0.56	0.00	0.00	0.00	0.00
ARIZONA	91.80	6.00	1.01	0.09	1.07	0.00	0.00	0.03
ARKANSAS	93.81	5.26	0.80	0.08	0.03	0.00	0.00	0.02
CALIFORNIA	91.55	3.54	4.81	0.04	0.03	0.00	0.00	0.03
COLORADO	93.86	4.74	1.24	0.06	0.02	0.00	0.01	0.07
CONNECTICUT	84.73	9.91	4.95	0.14	0.17	0.02	0.00	0.07
DELAWARE	56.06	43.22	0.15	0.51	0.07	0.00	0.00	0.00
DISTRICT OF COLUMBIA	83.84	1.01	0.00	15.15	0.00	0.00	0.00	0.00
FLORIDA	93.44	3.06	3.19	0.01	0.06	0.02	0.00	0.22
GEORGIA	75.00	23.84	1.09	0.02	0.04	0.00	0.00	0.02
HAWAII	90.31	6.95	2.74	0.00				
IDAHO	93.85	4.96	0.96	0.13	0.03	0.00	0.00	0.06
ILLINOIS	94.80	1.51	3.55	0.13	0.01	0.00	0.00	0.00
INDIANA	99.94	0.06	0.00	0.00	0.00	0.00	0.00	0.00
IOWA	96.92	2.15	0.83	0.06	0.00	0.00	0.00	0.04
KANSAS	97.54	2.03	0.42	0.00	0.00	0.00	0.00	0.01
KENTUCKY	96.75	3.14	0.03	0.01	0.07	0.00	0.00	0.00
LOUISIANA	95.65	1.67	2.62	0.03	0.00	0.01	0.00	0.02
MAINE	80.35	16.55	2.95	0.00	0.11	0.00	0.00	0.04
MARYLAND	70.55	16.41	12.26	0.43	0.22	0.00	0.01	0.12
MASSACHUSETTS	89.73	3.89	5.98	0.06	0.22		0.05	0.07
MICHIGAN	94.12	2.34	1.81	1.09		0.02	0.00	0.61
MINNESOTA	94.48	4.04	0.76	0.50	0.05	0.00	0.14	0.04
MISSISSIPPI	80.59	14.03	4.93	0.23	0.12	0.04	0.01	0.05
MISSOURI	86.67	11.06	2.22	0.03	0.02	0.00	0.00	0.00
MONTANA	97.68	1.46	0.76	0.04	0.00	0.00	0.06	0.00
NEBRASKA	91.14	4.91	1.71	1.67	0.26	0.04	0.01	0.27
NEVADA	95.62	0.81	3.43	0.12	0.00	0.00	0.00	0.02
NEW HAMPSHIRE	53.35	28.56	16.62	0.92	0.32	0.00	0.06	0.17
NEW JERSEY	94.36	1.82	3.53	0.09	0.19	0.00	0.00	0.01
NEW MEXICO	66.75	16.95	16.24	0.03	0.00	0.00	0.03	0.00
NEW YORK	61.81	10.19	26.55	0.72	0.60	0.02	0.10	0.01
NORTH CAROLINA	98.69	0.56	0.61	0.01	0.10	0.00	0.01	0.01
NORTH DAKOTA	90.43	4.38	4.38	0.54	0.12	0.00	0.04	0.12
OHIO	99.85	0.00	0.00	0.15	0.00	0.00	0.00	0.00
OKLAHOMA	90.64	8.53	0.60	0.08	0.13	0.01	0.00	0.02
OREGON	91.91	5.91	1.74	0.10	0.24	0.00	0.02	0.08
PENNSYLVANIA	93.79	5.19	0.99	0.00	0.00	0.00	0.00	0.03
PUERTO RICO	28.65	64.08	4.67	0.45	1.83	0.00	0.03	0.29
RHODE ISLAND	83.58	10.07	6.20	0.00	0.13	0.00	0.00	0.02
SOUTH CAROLINA	95.26	4.57	0.13	0.00	0.04	0.00	0.00	0.00
SOUTH DAKOTA	96.48	2.65	0.58	0.00	0.10	0.01	0.10	0.08
TENNESSEE	89.29	7.86	2.72	0.05	0.04	0.00	0.00	0.04
TEXAS	92.50	6.14	1.32	0.01	0.00	0.00	0.00	0.03
UTAH	85.65	9.93	4.42	0.00		0.00		0.00
VERMONT	92.01	5.38	1.47	0.08	0.33	0.00	0.00	0.73
VIRGINIA	97.74	0.64	1.33	0.04	0.10	0.00	0.00	0.15
WASHINGTON	93.63	2.00	4.10	0.06	0.01	0.00	0.01	0.19
WEST VIRGINIA	93.38	6.40	0.16	0.00	0.04	0.00	0.00	0.02
WISCONSIN	93.28	3.04	3.46	0.12	0.07	0.01	0.00	0.02
WYOMING	89.17	9.39	0.74	0.00	0.67	0.03	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	92.21	7.14	0.65	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	79.11	2.53	18.35	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	62.55	37.45	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	90.35	5.56	3.75	0.16	0.10	0.00	0.01	0.06
50 STATES, D.C. & P.R.	90.39	5.52	3.76	0.16	0.10	0.00	0.01	0.06

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	640	1,402	3,754	101	5	2	6	4
ALASKA	47	130	143	1	0	0	0	0
ARIZONA	614	635	1,782	44	31	0	0	6
ARKANSAS	564	2,246	1,613	0	60	0	20	8
CALIFORNIA	1,032	1,104	9,509	588	123	0	4	141
COLORADO	517	302	356	1	0	0		2
CONNECTICUT	232	277	1,017	44	19	0	3	0
DELAWARE	74	453	193	81	0	0	0	1
DISTRICT OF COLUMBIA	8	18	274	100	28	0	0	0
FLORIDA	309	1,139	12,938	982	18	7	0	60
GEORGIA	870	2,994	7,807	67	0	28	5	19
HAWAII	111	406	584	0				
IDAHO	518	468	182	6	0	0	0	0
ILLINOIS	986	580	7,995	602	453	2	21	10
INDIANA	1,419	1,137	6,146	73	1	1	14	15
IOWA	2,489	2,080	1,404	49	0	5	5	1
KANSAS	883	649	888	2	1	1	1	1
KENTUCKY	1,915	3,924	1,622	11	1	1	2	21
LOUISIANA	182	579	4,049	99	10	18	1	24
MAINE	41	165	311	1	11	0	0	0
MARYLAND	228	411	1,697	320	28	0	1	9
MASSACHUSETTS	1,572	1,009	2,819	37	102		19	8
MICHIGAN	899	1,540	5,443	668		7	1	21
MINNESOTA	1,962	2,848	870	125	2	0	1	13
MISSISSIPPI	68	475	1,541	28	0	9	0	9
MISSOURI	143	1,141	2,983	534	4	2	3	18
MONTANA	219	241	203	1	1	2	2	3
NEBRASKA	483	912	514	51	0	2	4	12
NEVADA	85	150	243	53	0	0	0	1
NEW HAMPSHIRE	78	81	147	17	6	0	4	1
NEW JERSEY	46	248	893	236	119	18	0	11
NEW MEXICO	58	174	557	5	0	0	0	1
NEW YORK	419	410	4,235	691	190	1	21	13
NORTH CAROLINA	1,722	4,096	4,997	256	93	0	10	21
NORTH DAKOTA	237	159	93	2	0	0	1	4
OHIO	4,218	11,561	8,539	105	0	0	0	13
OKLAHOMA	401	1,646	1,758	20	6	2	0	7
OREGON	598	312	414	14	7	2	4	1
PENNSYLVANIA	537	2,802	6,854	415	24	9	3	27
PUERTO RICO	81	1,982	2,088	92	46	0	0	22
RHODE ISLAND	16	22	369	0	24	0	1	0
SOUTH CAROLINA	459	1,937	4,530	124	1	10	3	40
SOUTH DAKOTA	144	318	111	3	2	0	2	0
TENNESSEE	592	1,981	3,105	34	14	0	0	16
TEXAS	452	2,071	7,820	162	6	3	1	58
UTAH	90	228	348	14		0		1
VERMONT	490	52	17	0	4	0	2	3
VIRGINIA	329	744	4,592	48	8	2	3	22
WASHINGTON	698	1,563	1,261	13	5	0	1	1
WEST VIRGINIA	184	1,170	1,683	4	0	0	0	12
WISCONSIN	947	1,744	2,991	120	2	15	0	11
WYOMING	35	138	118	0	1	1	1	2
AMERICAN SAMOA	0	0	12	0	0	0	0	0
GUAM	5	14	4	0	0	0	0	0
NORTHERN MARIANAS	12	1	3	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	2	41	75	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	59	169	24	9	0	0	0	0
U.S. AND OUTLYING AREAS	32,032	86,754	131,667	7,023	1,492	170	172	698
50 STATES, D.C. & P.R.	31,954	86,524	131,549	7,014	1,492	170	172	698

Please see data notes for an explanation of individual State differences.
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Table AB4

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MENTAL RETARDATION

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8.01	43.13	47.42	1.27	0.06	0.03	0.08	0.05
ALASKA	14.64	40.50	44.55	0.31	0.00	0.00	0.00	0.00
ARIZONA	11.63	23.50	62.05	1.53	1.08	0.00	0.00	0.21
ARKANSAS	12.54	49.51	36.00	0.50	1.42	0.00	0.44	0.18
CALIFORNIA	8.12	10.23	74.86	4.63	0.97	0.00	0.01	1.18
COLORADO	44.50	25.46	29.89	0.08	0.00	0.00	0.00	0.17
CONNECTICUT	14.53	17.40	61.88	2.76	3.14	0.00	0.19	0.00
DELAWARE	6.91	57.87	24.71	10.37	0.00	0.00	0.00	0.13
DISTRICT OF COLUMBIA	1.42	3.77	64.62	21.58	8.60	0.00	0.00	0.00
FLORIDA	3.21	8.45	81.62	6.20	0.17	0.04	0.00	0.18
GEORGIA	7.18	25.39	66.22	0.57	0.00	0.04	0.04	0.16
HAWAII	25.06	30.71	44.21	0.00				
IDAHO	44.12	39.46	15.50	0.51	0.00	0.00	0.00	0.00
ILLINOIS	9.26	5.44	75.06	5.65	4.24	[illegible]	0.20	0.09
INDIANA	17.98	12.62	68.24	0.81	0.01	0.01	0.16	0.17
IOWA	41.22	14.50	21.29	0.81	0.00	[illegible]	[illegible]	[illegible]
KANSAS	30.30	30.26	39.00	0.09	0.13	0.04	0.13	0.34
KENTUCKY	24.51	53.05	21.93	0.15	[illegible]	[illegible]	[illegible]	0.28
LOUISIANA	3.66	11.64	81.24	1.99	[illegible]	[illegible]	[illegible]	0.43
MAINE	9.51	38.29	48.96	0.21	[illegible]	[illegible]	[illegible]	[illegible]
MARYLAND	8.59	15.49	62.43	12.56	[illegible]	0.00	0.07	0.14
MASSACHUSETTS	28.22	18.13	50.66	[illegible]	[illegible]		[illegible]	0.14
MICHIGAN	10.48	17.95	63.45	7.97		0.08	[illegible]	0.24
MINNESOTA	30.62	44.44	21.12	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MISSISSIPPI	3.19	22.41	72.25	[illegible]	[illegible]	0.42	[illegible]	0.42
MISSOURI	3.76	23.46	61.21	10.44	0.14	[illegible]	[illegible]	[illegible]
MONTANA	20.39	42.36	35.68	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEBRASKA	37.29	38.26	21.56	2.14	[illegible]	[illegible]	[illegible]	[illegible]
NEVADA	4.43	41.80	38.37	7.74	[illegible]	[illegible]	[illegible]	[illegible]
NEW HAMPSHIRE	22.42	24.59	44.55	5.15	[illegible]	[illegible]	1.23	[illegible]
NEW JERSEY	2.94	15.72	57.12	13.16	[illegible]	[illegible]	[illegible]	[illegible]
NEW MEXICO	2.69	13.75	73.77	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW YORK	7.66	6.84	[illegible]	11.54	[illegible]	[illegible]	[illegible]	[illegible]
NORTH CAROLINA	22.32	33.59	40.98	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH DAKOTA	46.71	32.72	19.14	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OHIO	21.77	59.41	[illegible]	0.54	[illegible]	[illegible]	[illegible]	[illegible]
OKLAHOMA	12.49	41.88	44.71	0.51	[illegible]	[illegible]	[illegible]	[illegible]
OREGON	42.98	23.58	31.22	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PENNSYLVANIA	5.51	26.12	65.31	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PUERTO RICO	1.42	46.18	48.67	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
RHODE ISLAND	3.70	5.29	85.42	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SOUTH CAROLINA	6.45	27.27	63.78	1.35	[illegible]	0.14	0.04	[illegible]
SOUTH DAKOTA	25.14	54.45	19.01	0.51	[illegible]	[illegible]	[illegible]	[illegible]
TENNESSEE	10.14	34.56	54.11	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TEXAS	2.53	20.58	74.64	1.61	[illegible]	[illegible]	[illegible]	[illegible]
UTAH	6.35	17.16	75.10	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VERMONT	86.27	8.15	2.93	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VIRGINIA	2.24	13.52	82.11	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WASHINGTON	19.48	44.25	35.70	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WEST VIRGINIA	8.43	37.34	53.72	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WISCONSIN	8.99	33.12	55.19	2.21	[illegible]	[illegible]	[illegible]	[illegible]
WYOMING	11.82	46.62	39.86	[illegible]	0.34	0.04	[illegible]	0.68
AMERICAN SAMOA	0.00	0.00	100.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
GUAM	16.13	58.06	25.81	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTHERN MARIANAS	75.00	6.25	18.75	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PALAU	0.00	0.00	0.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
VIRGIN ISLANDS	1.68	35.29	63.03	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
BUR. OF INDIAN AFFAIRS	22.61	68.75	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
U.S. AND OUTLYING AREAS	13.35	27.41	54.86	2.91	0.62	[illegible]	[illegible]	[illegible]
50 STATES, D.C. & P.R.	13.34	[illegible]	54.85	2.91	0.62	[illegible]	[illegible]	[illegible]

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE, FACIL=FACILITY, RESID=RESIDENTIAL, HOSP=HOSPITAL, ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	827	748	442	41	16	9	18	1
ALASKA	69	73	47	67	0	0	2	0
ARIZONA	530	358	750	101	76	0	18	4
ARKANSAS	36	35	66	0	4	0	5	1
CALIFORNIA	446	308	2,536	245	1,202	0	116	47
COLORADO	1,702	337	573	66	64	0	109	65
CONNECTICUT	955	365	898	95	268	1	68	2
DELAWARE	31	131	46	30	2	0	0	2
DISTRICT OF COLUMBIA	0	120	74	21	27	0	0	0
FLORIDA	1,485	2,144	8,967	762	40	8	0	17
GEORGIA	2,781	4,250	3,347	167	0	30	16	1
HAWAII	215	286	169	13	1	8	1	3
IDAHO	94	30	42	10	1	0	0	1
ILLINOIS	1,384	1,587	3,879	866	596	2	29	7
INDIANA	1,052	219	1,480	72	4	19	43	14
IOWA	1,360	678	720	133	0	8	6	3
KANSAS	776	371	382	40	4	17	3	2
KENTUCKY	322	524	986	21	23	2	12	19
LOUISIANA	161	216	1,315	111	0	20	0	36
MAINE	623	542	339	22	27	0	24	6
MARYLAND	298	270	991	248	326	1	33	10
MASSACHUSETTS	1,310	377	1,672	288	588	.	36	27
MICHIGAN	2,037	1,210	2,255	376		13	2	22
MINNESOTA	3,652	849	812	246	46	42	45	15
MISSISSIPPI	9	24	61	0	1	1	3	5
MISSOURI	509	1,438	1,236	67	128	7	4	10
MONTANA	133	55	65	14	2	6	36	0
NEBRASKA	550	204	332	26	17	2	2	5
NEVADA	145	190	125	8	0	0	0	6
NEW HAMPSHIRE	292	121	144	1	18	1	25	3
NEW JERSEY	277	411	976	159	557	29	2	29
NEW MEXICO	198	174	654	36	0	23	7	10
NEW YORK	2,189	815	7,805	2,745	885	365	319	86
NORTH CAROLINA	1,381	814	1,621	38	15	8	5	30
NORTH DAKOTA	152	47	46	0	0	4	2	0
OHIO	565	1,241	1,054	778	0	0	0	42
OKLAHOMA	169	241	587	23	5	3	4	15
OREGON	577	152	355	108	154	4	40	16
PENNSYLVANIA	580	807	3,045	244	434	198	22	14
PUERTO RICO	25	181	233	3	2	0	0	19
RHODE ISLAND	130	70	274	0	54	0	41	4
SOUTH CAROLINA	255	745	1,064	49	6	13	10	13
SOUTH DAKOTA	77	36	57	0	10	0	21	0
TENNESSEE	216	173	443	38	20	8	0	4
TEXAS	1,354	5,355	4,658	185	3	0	1	205
UTAH	936	604	504	34		15	.	21
VERMONT	438	23	16	7	17	0	10	2
VIRGINIA	552	613	2,208	172	89	8	19	8
WASHINGTON	746	534	637	56	9	1	0	43
WEST VIRGINIA	231	164	199	0	0	1	0	2
WISCONSIN	1,332	2,192	1,552	15	3	40	1	12
WYOMING	142	107	130	3	0	7	9	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	2	0	0	0	0	0
NORTHERN MARIANAS	5	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	3	10	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	119	78	86	0	0	4	18	1
U.S. AND OUTLYING AREAS	36,430	33,641	62,968	8,850	5,744	928	1,187	913
50 STATES, D.C. & P.R.	36,306	33,559	62,869	8,850	5,744	924	1,169	912

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

EMOTIONAL DISTURBANCE

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	39.34	35.59	21.03	1.95	0.76	0.43	0.86	0.05
ALASKA	26.74	28.29	18.22	25.97	0.00	0.00	0.78	0.00
ARIZONA	28.85	19.49	40.83	5.50	4.14	0.00	0.98	0.22
ARKANSAS	24.49	23.81	44.90	0.00	2.72	0.00	3.40	0.68
CALIFORNIA	9.10	6.29	51.76	5.00	24.53	0.00	2.37	0.96
COLORADO	58.37	11.56	19.65	2.26	2.19	0.00	3.74	2.23
CONNECTICUT	36.01	13.76	33.86	3.58	10.11	0.04	2.56	0.08
DELAWARE	12.81	54.13	19.01	12.40	0.83	0.00	0.00	0.83
DISTRICT OF COLUMBIA	0.00	49.59	30.58	8.68	11.16	0.00	0.00	0.00
FLORIDA	11.06	15.97	66.80	5.68	0.30	0.06	0.00	0.13
GEORGIA	26.26	40.12	31.60	1.58	0.00	0.28	0.15	0.01
HAWAII	30.89	41.09	24.28	1.87	0.14	1.15	0.14	0.43
IDAHO	52.81	16.85	23.60	5.62	0.56	0.00	0.00	0.56
ILLINOIS	16.57	19.01	46.46	10.37	7.14	0.02	0.35	0.08
INDIANA	36.24	7.54	50.98	2.48	0.14	0.65	1.48	0.48
IOWA	46.77	23.31	24.76	4.57	0.00	0.28	0.21	0.10
KANSAS	48.65	23.26	23.95	2.51	0.25	1.07	0.19	0.13
KENTUCKY	16.87	27.45	51.65	1.10	1.20	0.10	0.63	1.00
LOUISIANA	8.66	11.62	70.74	5.97	0.00	1.08	0.00	1.94
MAINE	39.36	34.24	21.42	1.39	1.71	0.00	1.52	0.38
MARYLAND	13.69	12.40	45.52	11.39	14.97	0.05	1.52	0.46
MASSACHUSETTS	30.48	8.77	38.90	6.70	13.68		0.84	0.63
MICHIGAN	34.44	20.46	38.12	6.36	.	0.22	0.03	0.37
MINNESOTA	63.99	14.88	14.23	4.31	0.81	0.74	0.79	0.26
MISSISSIPPI	8.65	23.08	58.65	0.00	0.96	0.96	2.89	4.81
MISSOURI	14.97	42.31	36.36	1.97	3.77	0.21	0.12	0.29
MONTANA	42.77	17.68	20.90	4.50	0.64	1.93	11.58	0.00
NEBRASKA	48.33	17.93	29.17	2.28	1.49	0.18	0.18	0.44
NEVADA	30.59	40.08	26.37	1.69	0.00	0.00	0.00	1.27
NEW HAMPSHIRE	48.26	20.00	23.80	0.17	2.98	0.17	4.13	0.50
NEW JERSEY	11.35	16.84	40.00	6.52	22.83	1.19	0.08	1.19
NEW MEXICO	17.97	15.79	59.35	3.27	0.00	2.09	0.64	0.91
NEW YORK	14.39	5.36	51.32	18.05	5.82	2.40	2.10	0.57
NORTH CAROLINA	35.30	20.81	41.44	0.97	0.38	0.20	0.13	0.77
NORTH DAKOTA	60.56	18.73	18.33	0.00	0.00	1.59	0.80	0.00
OHIO	15.35	33.72	28.64	21.14	0.00	0.00	0.00	1.14
OKLAHOMA	16.14	23.02	56.06	2.20	0.48	0.29	0.38	1.43
OREGON	41.04	10.81	25.25	7.68	10.95	0.28	2.84	1.14
PENNSYLVANIA	10.85	15.10	56.98	4.57	8.12	3.71	0.41	0.26
PUERTO RICO	5.40	39.09	50.32	0.65	0.43	0.00	0.00	4.10
RHODE ISLAND	22.69	12.22	47.82	0.00	9.42	0.00	7.16	0.70
SOUTH CAROLINA	11.83	34.57	49.37	2.27	0.28	0.60	0.46	0.60
SOUTH DAKOTA	38.31	17.91	28.36	0.00	4.98	0.00	10.45	0.00
TENNESSEE	23.95	19.18	49.11	4.21	2.22	0.89	0.00	0.44
TEXAS	11.51	45.53	39.61	1.57	0.03	0.00	0.01	1.74
UTAH	44.28	28.57	23.84	1.61	.	0.71		0.99
VERMONT	85.38	4.48	3.12	1.36	3.31	0.00	1.95	0.39
VIRGINIA	15.04	16.71	60.18	4.69	2.43	0.22	0.57	0.22
WASHINGTON	36.82	26.36	31.44	2.76	0.44	0.05	0.00	2.12
WEST VIRGINIA	38.69	27.47	33.33	0.00	0.00	0.17	0.00	0.34
WISCONSIN	25.88	42.59	30.15	0.29	0.06	0.78	0.02	0.23
WYOMING	35.41	26.68	32.42	0.75	0.00	1.75	2.24	0.75
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	23.08	76.92	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	38.89	25.49	28.10	0.00	0.00	1.31	5.88	0.33
U.S. AND OUTLYING AREAS	24.18	22.33	41.79	5.87	3.81	0.62	0.79	0.61
50 STATES, D.C. & P.R.	24.15	22.32	41.82	5.89	3.82	0.61	0.78	0.61

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MULTIPLE DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	49	77	380	75	2	35	1	11
ALASKA	32	59	153	1	0	0	0	2
ARIZONA	93	60	340	39	33	20	1	16
ARKANSAS	39	92	262	6	34	0	22	12
CALIFORNIA	198	204	1,493	210	42	24	0	51
COLORADO	557	230	453	89	2	3	0	20
CONNECTICUT	185	234	396	72	36	1	6	14
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	5	0	.	.	.	.
IDAHO	57	52	108	5	0	10	0	7
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	23	14	319	9	0	43	16	13
IOWA	71	15	73	22	0	1	2	1
KANSAS	208	134	169	17	5	1	1	11
KENTUCKY	158	188	403	3	4	0	0	16
LOUISIANA	5	8	301	29	0	21	3	34
MAINE	251	298	422	13	7	0	5	11
MARYLAND	326	283	1,267	438	134	6	22	12
MASSACHUSETTS	170	118	429	30	92		26	27
MICHIGAN	76	35	478	576	.	4	0	43
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	4	4	80	17	0	16	0	4
MISSOURI	14	66	159	76	8	4	0	5
MONTANA	11	9	43	0	0	2	0	5
NEBRASKA	16	28	86	25	1	2	1	10
NEVADA	9	25	72	106	0	0	0	11
NEW HAMPSHIRE	29	20	25	82	10	0	9	2
NEW JERSEY	412	1,083	2,729	952	1,216	35	1	55
NEW MEXICO	52	71	344	6	0	7	0	16
NEW YORK	1,031	825	3,912	2,218	779	22	136	94
NORTH CAROLINA	38	48	413	84	22	19	37	20
NORTH DAKOTA	.	.	.	.	.	0	.	.
OHIO	342	1,675	1,568	1,591	0	0	0	47
OKLAHOMA	62	103	477	34	1	8	9	20
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	13	37	412	150	0	6	0	30
PUERTO RICO	15	82	286	44	4	1	0	186
RHODE ISLAND	0	13	81	0	28	0	3	4
SOUTH CAROLINA	2	9	89	10	0	25	0	3
SOUTH DAKOTA	36	87	89	4	4	6	18	4
TENNESSEE	32	72	486	94	48	1	0	26
TEXAS	259	1,864	2,099	119	6	12	0	99
UTAH	4	14	294	165	.	0	.	9
VERMONT	27	2	2	0	0	0	0	2
VIRGINIA	878	928	1,676	41	21	15	2	23
WASHINGTON	196	253	683	41	5	4	1	18
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	8	0	0	0	0	0
GUAM	1	9	7	0	0	0	0	0
NORTHERN MARIANAS	7	2	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	2	11	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	27	87	25	0	0	0	4	1
U.S. AND OUTLYING AREAS	6,025	9,508	23,608	7,495	2,544	354	326	996
50 STATES, D.C. & P.R.	5,990	9,408	23,556	7,495	2,544	354	322	994

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Table AB4

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MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	7.78	12.22	60.32	11.90	0.32	5.56	0.16	1.75
ALASKA	13.01	21.58	62.20	0.41	0.00	0.00	0.00	0.81
ARIZONA	15.45	9.97	56.48	6.48	5.48	3.32	0.17	2.66
ARKANSAS	8.35	19.70	56.10	1.28	7.28	0.00	4.51	2.57
CALIFORNIA	8.91	9.18	67.19	9.45	1.89	1.08	0.00	2.30
COLORADO	41.14	16.99	33.46	6.57	0.15	0.22	0.00	1.48
CONNECTICUT	19.60	24.79	41.95	7.63	3.81	0.11	0.64	1.48
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA								
GEORGIA								
HAWAII	0.00	0.00	100.00	0.00				
IDAHO	23.85	21.76	45.19	2.09	0.00	4.18	0.00	2.93
ILLINOIS								
INDIANA	5.26	3.28	75.00	2.06	0.00	9.94	1.66	2.97
IOWA	18.58	8.11	39.46	11.89	0.00	0.94	1.08	3.54
KANSAS	18.18	24.54	30.95	3.11	0.92	0.18	0.19	2.03
KENTUCKY	20.47	24.35	52.20	0.39	0.52	0.00	0.00	2.07
LOUISIANA	1.29	2.00	75.06	7.23	0.00	5.24	4.75	8.48
MAINE	24.91	29.59	41.91	1.29	0.70	0.00	0.54	1.05
MARYLAND	13.10	11.37	50.92	17.60	5.19	0.24	0.88	0.49
MASSACHUSETTS	19.27	12.24	48.64	1.40	10.41		2.95	5.09
MICHIGAN	6.27	2.86	39.44	47.52		0.31	0.00	3.60
MINNESOTA								
MISSISSIPPI	0.20	3.25	64.00	13.60	0.00	12.80	0.00	6.15
MISSOURI	9.66	18.75	45.17	21.59	2.27	1.14	0.00	1.42
MONTANA	15.71	12.86	61.43	0.00	0.00	2.86	0.00	7.14
NEBRASKA	9.47	16.57	50.89	14.79	0.59	1.18	0.59	5.92
NEVADA	4.04	11.21	32.29	47.53	0.00	0.00	0.00	4.93
NEW HAMPSHIRE	16.18	11.30	14.12	46.33	5.65	0.00	4.08	2.33
NEW JERSEY	6.36	16.71	42.09	14.68	18.76	0.54	0.02	0.85
NEW MEXICO	10.48	14.31	69.35	1.21	0.00	1.41	0.00	3.23
NEW YORK	11.41	9.15	41.38	24.60	8.64	2.24	1.51	1.06
NORTH CAROLINA	5.58	7.55	69.65	12.33	1.23	2.79	5.45	2.94
NORTH DAKOTA						0.00		
OHIO	6.55	32.06	30.01	30.49	0.00	0.00	0.00	0.90
OKLAHOMA	8.68	14.41	66.81	4.76	0.14	2.12	1.26	2.80
OREGON								
PENNSYLVANIA	2.01	5.71	63.58	23.15	0.00	0.93	0.00	4.61
PUERTO RICO	2.43	33.27	46.28	7.12	0.65	0.16	0.00	10.10
RHODE ISLAND	0.00	30.08	42.79	0.00	21.71	0.00	2.33	3.10
SOUTH CAROLINA	1.45	6.52	64.49	7.25	0.00	18.12	0.00	2.17
SOUTH DAKOTA	14.52	35.08	35.89	1.61	1.61	2.42	7.26	1.61
TENNESSEE	4.22	9.49	64.03	12.38	6.12	0.13	0.00	3.41
TEXAS	5.81	41.81	47.08	2.67	0.11	0.23	0.00	2.22
UTAH	0.82	2.88	83.49	11.36		0.00		1.45
VERMONT	81.82	6.06	6.06	0.00	0.00	0.00	0.00	6.06
VIRGINIA	24.50	25.89	46.78	1.14	0.59	0.41	0.06	0.64
WASHINGTON	15.62	21.24	57.35	3.44	0.42	0.34	0.08	1.51
WEST VIRGINIA								
WISCONSIN								
WYOMING								
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	5.88	52.94	41.18	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	77.78	22.22	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	14.29	78.57	0.00	0.00	0.00	0.00	7.14
BUR. OF INDIAN AFFAIRS	18.75	60.42	17.36	0.00	0.00	0.00	2.78	0.69
U.S. AND OUTLYING AREAS	11.85	18.70	46.42	14.74	5.00	0.70	0.84	1.96
50 STATES, D.C. & P.R.	11.82	18.57	46.50	14.79	5.02	0.70	0.84	1.96

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

HEARING IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	191	100	76	14	1	50	0	0
ALASKA	64	32	24	1	0	0	0	0
ARIZONA	311	138	71	90	2	56	0	1
ARKANSAS	106	84	24	25	1	0	31	0
CALIFORNIA	1,584	448	1,995	56	30	226	1	3
COLORADO	346	41	116	19	0	5	1	0
CONNECTICUT	244	55	32	32	41	0	3	0
DELAWARE	17	39	1	1	0	0	0	0
DISTRICT OF COLUMBIA	6	6	10	0	2	0	0	0
FLORIDA	306	150	649	4	0	144	0	1
GEORGIA	161	141	260	75	1	21	0	0
HAWAII	89	34	46	3	.		.	.
IDAHO	92	32	11	2	0	33	0	0
ILLINOIS	348	335	735	53	6	59	3	0
INDIANA	338	51	203	49	0	49	2	0
IOWA	212	62	47	0	0	31	0	1
KANSAS	128	60	29	43	0	0	0	0
KENTUCKY	165	61	49	9	8	52	0	0
LOUISIANA	197	120	234	0	4	60	0	2
MAINE	80	17	4	25	0	3	0	1
MARYLAND	238	62	144	5	4	148	0	0
MASSACHUSETTS	295	39	170	7	65	.	12	1
MICHIGAN	712	128	470	28		26	0	8
MINNESOTA	558	114	92	54	1	48	0	1
MISSISSIPPI	37	77	63	7	1	55	1	0
MISSOURI	98	200	123	36	8	27	1	0
MONTANA	46	21	11	0	0	19	0	0
NEBRASKA	189	33	43	13	2	2	0	2
NEVADA	64	29	61	1	0	0	0	0
NEW HAMPSHIRE	24	7	10	102	4	0	6	0
NEW JERSEY	170	129	221	61	18	49	0	0
NEW MEXICO	89	21	84	32	2	3	0	0
NEW YORK	1,046	197	641	215	336	56	11	1
NORTH CAROLINA	495	135	160	18	2	150	0	0
NORTH DAKOTA	32	6	5	1	1	1	0	0
OHIO	425	285	231	52	0	28	0	2
OKLAHOMA	123	44	114	16	0	46	0	0
OREGON	245	26	23	17	35	107	0	0
PENNSYLVANIA	685	198	296	6	165	0	40	2
PUERTO RICO	27	184	134	0	72	0	0	2
RHODE ISLAND	32	16	7	39	0	0	0	0
SOUTH CAROLINA	219	115	156	11	1	32	0	0
SOUTH DAKOTA	35	10	4	13	1	8	0	0
TENNESSEE	243	93	157	48	2	39	0	1
TEXAS	861	861	1,023	100	3	10	0	5
UTAH	188	35	140	0	.	11	.	0
VERMONT	59	0	3	1	8	0	8	1
VIRGINIA	221	95	247	4	0	45	0	2
WASHINGTON	508	279	168	32	26	1	1	57
WEST VIRGINIA	73	40	17	13	0	18	0	0
WISCONSIN	264	90	204	27	1	22	0	2
WYOMING	56	23	11	4	2	2	0	0
AMERICAN SAMOA	0	2	0	0	0	0	0	0
GUAM	2	2	10	0	1	0	0	0
NORTHERN MARIANAS	1	2	0	0	0	0	0	0
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	6	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	11	13	3	0	0	0	2	0
U.S. AND OUTLYING AREAS	12,948	5,612	9,864	1,463	857	1,742	123	96
50 STATES, D.C. & P.R.	12,934	5,592	9,845	1,463	856	1,742	121	96

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44.21	23.15	17.59	3.24	0.23	11.57	0.00	0.00
ALASKA	52.89	26.45	19.83	0.83	0.00	0.00	0.00	0.00
ARIZONA	46.49	20.63	10.61	13.45	0.30	8.37	0.00	0.15
ARKANSAS	39.11	31.00	8.86	9.23	0.37	0.00	11.44	0.00
CALIFORNIA	36.47	10.32	45.94	1.29	0.69	5.20	0.02	0.07
COLORADO	65.53	7.77	21.97	3.60	0.00	0.95	0.19	0.00
CONNECTICUT	59.95	13.51	7.86	7.86	10.07	0.00	0.74	0.00
DELAWARE	29.31	67.24	1.72	1.72	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	25.00	25.00	41.67	0.00	8.33	0.00	0.00	0.00
FLORIDA	24.40	11.96	51.75	0.32	0.00	11.49	0.00	0.08
GEORGIA	24.43	21.40	39.45	11.38	0.15	3.19	0.00	0.00
HAWAII	51.74	19.77	26.74	1.74				
IDAHO	54.12	18.82	6.47	1.18	0.00	19.41	0.00	0.00
ILLINOIS	22.61	21.77	47.78	3.44	0.39	3.83	0.19	0.00
INDIANA	48.84	7.37	29.34	7.08	0.00	7.08	0.29	0.00
IOWA	60.06	17.56	13.31	0.00	0.00	8.79	0.00	0.28
KANSAS	49.23	23.08	11.15	16.54	0.00	0.00	0.00	0.00
KENTUCKY	48.10	17.78	14.29	2.33	2.33	15.16	0.00	0.00
LOUISIANA	31.93	19.45	37.93	0.00	0.65	9.72	0.00	0.32
MAINE	59.70	12.69	5.97	18.66	0.00	2.24	0.00	0.75
MARYLAND	39.60	10.32	23.96	0.83	0.67	24.63	0.00	0.00
MASSACHUSETTS	50.08	6.62	28.86	1.19	11.04		2.04	0.17
MICHIGAN	51.90	9.33	34.26	2.04		1.90	0.00	0.58
MINNESOTA	65.03	13.29	9.56	6.29	0.12	5.59	0.00	0.12
MISSISSIPPI	15.35	31.95	26.14	2.90	0.41	22.82	0.41	0.00
MISSOURI	19.88	40.57	24.95	7.30	1.62	5.48	0.20	0.00
MONTANA	47.42	21.65	11.34	0.00	0.00	19.59	0.00	0.00
NEBRASKA	66.55	11.62	15.14	4.58	0.70	0.70	0.00	0.70
NEVADA	41.29	18.71	39.35	0.65	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	15.69	4.58	6.54	66.67	2.61	0.00	3.92	0.00
NEW JERSEY	26.15	19.85	34.31	9.38	2.77	7.54	0.00	0.00
NEW MEXICO	38.53	9.09	36.36	13.85	0.87	1.30	0.00	0.00
NEW YORK	41.79	7.87	25.61	8.59	13.42	2.24	0.44	0.04
NORTH CAROLINA	51.56	14.06	16.67	1.88	0.21	15.63	0.00	0.00
NORTH DAKOTA	69.57	13.04	10.87	2.17	2.17	2.17	0.00	0.00
OHIO	41.54	27.86	22.58	5.08	0.00	2.74	0.00	0.20
OKLAHOMA	35.86	12.83	33.24	4.66	0.00	13.41	0.00	0.00
OREGON	54.08	5.74	5.08	3.75	7.73	23.62	0.00	0.00
PENNSYLVANIA	49.21	14.22	21.26	0.43	11.85	0.00	2.87	0.14
PUERTO RICO	6.44	43.91	31.98	0.00	17.18	0.00	0.00	0.48
RHODE ISLAND	34.04	17.02	7.45	41.49	0.00	0.00	0.00	0.00
SOUTH CAROLINA	41.01	21.54	29.21	2.06	0.19	5.99	0.00	0.00
SOUTH DAKOTA	49.30	14.08	5.63	18.31	1.41	11.27	0.00	0.00
TENNESSEE	42.11	15.08	27.21	8.32	0.35	6.76	0.00	0.17
TEXAS	18.72	34.96	41.53	4.06	0.12	0.41	0.00	0.20
UTAH	50.27	9.36	37.43	0.00		2.94		0.00
VERMONT	73.75	0.00	3.75	1.25	10.00	0.00	10.00	1.25
VIRGINIA	35.99	15.47	40.23	0.65	0.00	7.33	0.00	0.33
WASHINGTON	46.99	26.22	15.79	3.01	2.44	0.09	0.09	5.36
WEST VIRGINIA	45.34	24.84	10.56	8.07	0.00	11.18	0.00	0.00
WISCONSIN	43.28	14.75	33.44	4.43	0.16	3.61	0.00	0.33
WYOMING	57.14	23.47	11.22	4.08	2.04	2.04	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	13.33	13.33	66.67	0.00	6.67	0.00	0.00	0.00
NORTHERN MARIANAS	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	37.93	44.83	10.34	0.00	0.00	0.00	6.90	0.00
U.S. AND OUTLYING AREAS	39.59	17.16	30.16	4.47	2.62	5.33	0.38	0.29
50 STATES, D.C. & P.R.	39.62	17.13	30.15	4.48	2.62	5.34	0.37	0.29

Please see data notes for an explanation of individual State differences.
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Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	181	77	62	1	0	0	0	0
ALASKA	23	10	7	0	0	0	0	0
ARIZONA	260	59	147	10	10	0	0	1
ARKANSAS	32	23	22	0	1	0	0	0
CALIFORNIA	1,669	548	2,612	594	27	0	0	81
COLORADO	1,636	221	106	6	2	0	0	12
CONNECTICUT	126	12	14	0	5	0	0	0
DELAWARE	95	148	40	24	2	0	0	25
DISTRICT OF COLUMBIA	0	14	0	33	0	0	0	0
FLORIDA	688	461	1,364	54	8	0	0	28
GEORGIA	149	124	179	0	0	0	0	3
HAWAII	47	10	21	0				
IDAHO	52	12	9	1	0	0	0	0
ILLINOIS	467	232	479	151	6	4	1	41
INDIANA	469	29	114	2	0	0	0	0
IOWA	374	114	57	1	0	3	1	2
KANSAS	201	32	32	0	1	0	0	0
KENTUCKY	131	65	29	0	0	0	0	3
LOUISIANA	224	166	271	8	0	3	0	15
MAINE	36	11	4	0	0	0	0	0
MARYLAND	118	60	96	18	11	0	0	0
MASSACHUSETTS	330	23	78	1	17		1	7
MICHIGAN	2,491	793	1,029	93		2	5	12
MINNESOTA	565	139	32	10	2	0	0	5
MISSISSIPPI	74	224	225	15	2	0	0	41
MISSOURI	112	181	91	2	3	0	0	1
MONTANA	28	9	3	0	0	0	0	0
NEBRASKA	216	33	29	4	0	0	0	16
NEVADA	80	28	30	3	0	0	0	2
NEW HAMPSHIRE	39	27	19	10	0	0	0	1
NEW JERSEY	151	53	44	22	21	0	0	6
NEW MEXICO	79	15	99	12	0	0	0	3
NEW YORK	1,147	165	383	41	52	2	1	6
NORTH CAROLINA	340	32	104	9	3	0	0	5
NORTH DAKOTA	53	7	8	1	0	0	1	4
OHIO	599	245	234	20	0	0	0	19
OKLAHOMA	165	25	23	1	1	0	0	0
OREGON	122	51	36	2	0	0	0	6
PENNSYLVANIA	155	68	286	31	108	0	1	3
PUERTO RICO	82	156	28	1	45	1	0	8
RHODE ISLAND	35	39	12	0	1	0	0	1
SOUTH CAROLINA	316	120	117	7	0	0	0	7
SOUTH DAKOTA	31	9	3	0	0	0	1	0
TENNESSEE	213	80	204	17	1	0	0	24
TEXAS	532	1,245	955	30	1	0	0	102
UTAH	31	14	26	0		0		6
VERMONT	35	1	2	0	0	0	0	1
VIRGINIA	233	65	148	2	0	0	0	2
WASHINGTON	355	140	96	0	0	0	0	4
WEST VIRGINIA	81	21	20	0	0	0	0	1
WISCONSIN	342	217	296	2	1	0	0	3
WYOMING	61	12	8	1	1	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	5	0	1	0	0	0	0	0
NORTHERN MARIANAS	4	0	3	0	0	0	0	0
PALAU	1	0	2	0	0	0	0	0
VIRGIN ISLANDS	3	0	1	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	4	3	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	16,056	6,737	10,386	1,258	349	15	13	528
50 STATES, D.C. & P.R.	16,039	6,734	10,379	1,258	349	15	12	528

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	56.39	23.99	19.11	0.31	0.00	0.00	0.00	0.00
ALASKA	57.50	25.00	17.50	0.00	0.00	0.00	0.00	0.00
ARIZONA	53.19	12.11	30.19	2.25	2.05	0.00	0.00	0.21
ARKANSAS	41.03	29.49	28.21	0.00	1.28	0.00	0.00	0.00
CALIFORNIA	33.18	9.91	47.22	10.74	0.49	0.00	0.00	2.44
COLORADO	82.27	11.32	5.43	0.31	0.15	0.00	0.00	0.51
CONNECTICUT	81.29	7.74	9.03	0.00	1.94	0.00	0.00	0.00
DELAWARE	28.44	44.37	11.98	7.19	0.43	0.00	0.00	7.49
DISTRICT OF COLUMBIA	0.00	24.79	0.00	75.21	0.00	0.00	0.00	0.00
FLORIDA	28.43	17.71	51.40	2.37	0.07	0.00	0.00	0.18
GEORGIA	32.75	27.25	39.34	0.00	0.00	0.00	0.00	0.66
HAWAII	60.29	12.82	26.92	0.00				
IDAHO	71.27	16.22	12.16	0.35	0.00	0.00	0.00	0.00
ILLINOIS	33.94	16.81	34.64	12.94	0.41	0.29	0.00	2.07
INDIANA	76.38	4.72	18.53	0.37	0.00	0.00	0.00	0.00
IOWA	67.75	20.45	10.71	0.18	0.00	0.54	0.18	0.18
KANSAS	75.54	12.03	12.09	0.00	0.38	0.00	0.00	0.00
KENTUCKY	57.81	29.26	12.51	0.00	0.00	0.00	0.00	1.30
LOUISIANA	32.61	24.16	39.45	1.16	0.00	0.44	0.55	2.14
MAINE	70.59	21.97	7.44	0.00	0.00	0.00	0.00	0.00
MARYLAND	33.56	18.88	28.72	8.57	9.63	0.00	0.00	0.00
MASSACHUSETTS	39.21	9.03	37.07	8.21	1.72		0.23	1.51
MICHIGAN	52.49	17.95	23.19	2.17		0.83	0.13	0.72
MINNESOTA	74.55	18.46	4.25	1.18	0.27	0.00	0.00	0.86
MISSISSIPPI	42.78	18.35	18.73	2.59	5.14	0.00	0.00	9.36
MISSOURI	29.65	46.65	21.45	0.52	0.26	0.00	0.00	0.26
MONTANA	70.00	22.58	7.42	0.00	0.00	0.00	0.00	0.00
NEBRASKA	73.47	17.22	9.50	1.36	0.00	0.25	0.00	5.44
NEVADA	65.94	19.58	10.89	0.18	0.00	0.00	0.00	3.40
NEW HAMPSHIRE	47.63	28.19	19.79	13.42	0.00	0.00	0.00	1.74
NEW JERSEY	52.37	17.79	18.72	7.86	7.52	0.00	0.00	2.14
NEW MEXICO	34.65	15.35	41.42	5.26	0.00	0.00	0.00	3.32
NEW YORK	63.86	9.19	21.11	2.28	2.84	0.13	0.99	0.33
NORTH CAROLINA	63.20	14.31	19.33	1.87	0.36	0.00	0.00	0.93
NORTH DAKOTA	72.15	8.88	11.19	1.27	0.00	0.00	1.27	6.78
OHIO	52.55	21.08	24.51	1.72	0.00	0.00	0.00	1.44
OKLAHOMA	76.74	11.67	10.55	0.47	0.47	0.00	0.00	0.00
OREGON	77.22	11.21	8.63	0.44	0.00	0.00	0.00	2.44
PENNSYLVANIA	21.73	10.41	41.87	4.75	16.56	0.00	0.25	0.46
PUERTO RICO	25.55	48.82	8.72	0.31	14.02	0.31	0.00	2.49
RHODE ISLAND	39.89	41.33	13.33	0.00	3.33	0.00	0.00	3.11
SOUTH CAROLINA	31.61	32.70	31.88	1.91	0.00	0.00	0.00	1.91
SOUTH DAKOTA	70.45	20.45	6.82	0.00	0.00	0.00	2.27	0.00
TENNESSEE	47.77	14.19	17.06	8.56	0.18	0.00	0.00	4.25
TEXAS	19.57	41.46	37.31	1.35	0.03	0.00	0.00	1.38
UTAH	40.19	14.19	33.77	0.00		0.00		7.94
VERMONT	84.72	2.56	5.13	0.00	0.00	0.00	0.00	2.56
VIRGINIA	51.89	14.49	32.36	0.22	0.00	0.00	0.00	0.45
WASHINGTON	59.66	23.93	16.13	0.00	0.00	0.00	0.00	0.27
WEST VIRGINIA	65.85	17.07	16.26	0.00	0.00	0.00	0.00	0.81
WISCONSIN	59.72	25.20	14.14	0.23	0.12	0.00	0.00	0.59
WYOMING	73.49	18.45	7.64	0.00	1.20	0.00	0.00	1.41
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	83.33	0.00	16.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	57.14	0.00	42.86	0.00	0.00	0.00	0.00	0.00
PALAU	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	60.00	0.00	20.00	0.00	0.00	0.00	20.00	0.00
BUR. OF INDIAN AFFAIRS	57.14	42.86	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	45.42	19.08	29.19	1.56	0.99	0.04	0.14	1.49
50 STATES, D.C. & P.R.	45.42	19.07	29.19	1.56	0.99	0.04	0.14	1.53

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE, FACIL=FACILITY, RESID=RESIDENTIAL, HOSP=HOSPITAL, ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	424	408	114	11	0	0	0	9
ALASKA	108	82	23	2	1	0	0	1
ARIZONA	224	113	75	3	2	0	0	6
ARKANSAS	629	846	184	0	9	0	0	12
CALIFORNIA	4,629	743	1,439	38	111	0	6	96
COLORADO								
CONNECTICUT	1,547	419	207	16	21	0	3	2
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	18	0	55	7	0	0	0
FLORIDA	152	263	243	10	6	1	0	277
GEORGIA	1,031	1,394	835	2	3	0	0	4
HAWAII	7	3	4	0				
IDAHO	228	87	29	0	0	0	0	2
ILLINOIS	604	674	522	53	16	0	0	108
INDIANA	438	5,159	219	1	0	0	1	2
IOWA	9	2	2	0	0	0	0	0
KANSAS	926	409	160	3	2	1	1	13
KENTUCKY	634	691	182	2	0	1	1	9
LOUISIANA	898	874	1,089	7	2	7	0	22
MAINE	302	253	69	1	1	0	0	7
MARYLAND	1,041	617	523	50	50	0	0	13
MASSACHUSETTS	185	42	58	2	11		3	105
MICHIGAN								
MINNESOTA	1,616	438	76	11	1	0	3	8
MISSISSIPPI								
MISSOURI	316	997	228	19	2	0	0	7
MONTANA	127	102	24	0	0	1	2	4
NEBRASKA	449	158	102	18	5	0	0	26
NEVADA	163	147	31	2	0	0	0	4
NEW HAMPSHIRE	556	304	263	42	7	0	10	6
NEW JERSEY	121	55	33	2	3	0	0	30
NEW MEXICO	248	192	235	0	0	1	0	7
NEW YORK	3,830	1,549	2,105	248	31	2	9	36
NORTH CAROLINA	2,705	924	632	16	5	8	0	16
NORTH DAKOTA	125	24	14	2	1	0	3	0
OHIO	663	86	56	8	0	0	0	168
OKLAHOMA	300	170	103	4	1	1	0	3
OREGON	822	235	132	16	11	1	2	8
PENNSYLVANIA	110	140	72	0	0	0	0	1
PUERTO RICO	105	319	50	1	2	3	0	44
RHODE ISLAND	287	100	144	0	3	0	0	7
SOUTH CAROLINA	207	588	149	0	0	0	0	9
SOUTH DAKOTA	62	38	3	0	2	0	0	0
TENNESSEE	2,108	1,254	585	29	11	2	0	159
TEXAS	2,274	7,538	3,066	73	1	2	0	449
UTAH	125	94	104	3		0		5
VERMONT	353	18	4	0	1	0	3	4
VIRGINIA	1,234	1,174	745	4	9	0	0	14
WASHINGTON	3,263	2,546	1,322	31	18	0	1	13
WEST VIRGINIA	287	233	44	0	0	0	1	4
WISCONSIN	507	422	202	3	0	1	0	6
WYOMING	184	143	44	0	1	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	8	5	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	9	4	13	0	0	0	0	3
BUR. OF INDIAN AFFAIRS	15	30	6	0	0	0	0	0
U.S. AND OUTLYING AREAS	37,195	33,124	16,567	790	356	33	49	1,727
50 STATES, D.C. & P.R.	37,163	33,085	16,545	790	356	33	49	1,724

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

OTHER HEALTH IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	43.89	42.24	11.80	1.14	0.00	0.00	0.00	0.93
ALASKA	49.77	37.79	10.60	0.92	0.46	0.00	0.00	0.46
ARIZONA	52.96	26.71	17.73	0.71	0.47	0.00	0.00	1.42
ARKANSAS	37.44	50.36	10.95	0.00	0.54	0.00	0.00	0.71
CALIFORNIA	65.55	10.52	20.38	0.54	1.57	0.00	0.08	1.36
COLORADO								
CONNECTICUT	69.84	18.92	9.35	0.72	0.95	0.00	0.14	0.09
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	22.50	0.00	68.75	8.75	0.00	0.00	0.00
FLORIDA	15.97	27.63	25.53	1.05	0.61	0.11	0.00	29.10
GEORGIA	31.57	42.68	25.57	0.06	0.00	0.00	0.00	0.12
HAWAII	50.00	21.43	28.57	0.00				
IDAHO	65.90	25.14	8.18	0.00	0.00	0.20	0.00	0.58
ILLINOIS	30.55	34.09	26.40	2.68	0.81	0.00	0.00	5.46
INDIANA	7.51	88.34	3.76	0.32	0.00	0.03	0.02	0.03
IOWA	69.23	15.38	15.38	0.00	0.00	0.00	0.00	0.00
KANSAS	61.12	27.00	10.56	0.20	0.13	0.07	0.07	0.86
KENTUCKY	41.71	45.46	11.97	0.13	0.00	0.07	0.07	0.59
LOUISIANA	30.98	30.15	37.56	0.24	0.07	0.24	0.00	0.76
MAINE	47.71	39.97	10.90	0.16	0.16	0.00	0.00	1.11
MARYLAND	45.38	26.90	22.80	2.18	2.18	0.00	0.00	0.57
MASSACHUSETTS	45.57	10.34	14.29	0.49	2.71		0.74	25.86
MICHIGAN								
MINNESOTA	74.39	20.32	3.53	0.51	0.14	0.00	0.14	0.97
MISSISSIPPI								
MISSOURI	20.14	63.54	14.53	1.21	0.11	0.00	0.00	0.45
MONTANA	48.85	39.23	9.23	0.00	0.00	0.38	0.77	1.54
NEBRASKA	59.23	20.84	13.46	2.37	0.66	0.00	0.00	3.43
NEVADA	46.97	42.36	8.93	0.58	0.00	0.00	0.00	1.15
NEW HAMPSHIRE	46.80	25.59	22.14	3.54	0.59	0.00	0.84	0.51
NEW JERSEY	49.59	22.54	13.52	0.82	1.21	0.00	0.00	12.30
NEW MEXICO	36.31	28.11	34.41	0.00	0.00	0.15	0.00	1.02
NEW YORK	49.04	19.83	26.95	3.18	0.40	0.03	0.12	0.46
NORTH CAROLINA	62.82	21.46	14.68	0.37	0.12	0.19	0.00	0.37
NORTH DAKOTA	73.96	14.20	8.28	1.18	0.59	0.00	1.78	0.00
OHIO	67.72	8.78	5.72	0.82	0.00	0.00	0.00	16.96
OKLAHOMA	51.55	29.21	17.70	0.69	0.17	0.17	0.00	0.52
OREGON	66.99	19.15	10.76	1.30	0.90	0.08	0.16	0.65
PENNSYLVANIA	34.06	43.34	22.29	0.00	0.00	0.00	0.00	0.31
PUERTO RICO	19.96	60.65	9.51	0.57	0.38	0.57	0.00	8.37
RHODE ISLAND	53.05	18.48	26.62	0.00	0.55	0.00	0.00	1.29
SOUTH CAROLINA	21.72	61.70	15.63	0.00	0.00	0.00	0.00	0.94
SOUTH DAKOTA	59.05	36.19	2.86	0.00	1.90	0.00	0.00	0.00
TENNESSEE	50.82	30.23	14.10	0.70	0.27	0.05	0.00	3.83
TEXAS	16.97	56.24	22.88	0.54	0.01	0.01	0.00	3.35
UTAH	37.76	28.40	31.42	0.91		0.00		1.51
VERMONT	92.17	4.70	1.04	0.00	0.26	0.00	0.78	1.04
VIRGINIA	38.81	36.92	23.47	0.13	0.23	0.00	0.00	0.44
WASHINGTON	45.36	35.39	18.38	0.43	0.25	0.00	0.01	0.18
WEST VIRGINIA	50.44	40.95	7.73	0.00	0.00	0.00	0.18	0.70
WISCONSIN	44.43	36.99	17.70	0.26	0.00	0.09	0.00	0.53
WYOMING	49.33	38.34	11.80	0.00	0.27	0.27	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	53.33	33.33	13.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	31.03	13.79	44.83	0.00	0.00	0.00	0.00	10.34
BUR. OF INDIAN AFFAIRS	29.41	58.82	11.76	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	41.40	36.87	18.44	0.88	0.40	0.04	0.05	1.92
50 STATES, D.C. & P.R.	41.41	36.87	18.44	0.88	0.40	0.04	0.05	1.92

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

VISUAL IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	116	21	14	14	0	16	0	0
ALASKA	17	3	3	0	0	0	0	0
ARIZONA	150	43	33	5	3	24	0	1
ARKANSAS	40	21	9	18	0	0	3	0
CALIFORNIA	696	248	656	41	11	22	0	16
COLORADO	118	7	1	0	0	0	0	0
CONNECTICUT	113	24	58	6	3	1	1	1
DELAWARE	22	18	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	8	10	0	0	0	0	0
FLORIDA	235	82	98	14	0	20	0	2
GEORGIA	143	66	22	6	0	30	0	0
HAWAII	17	7	3	0				1
IDAHO	42	7	1	0	0	4	0	0
ILLINOIS	237	153	103	4	2	18	0	1
INDIANA	216	17	33	27	0	25	0	0
IOWA	45	10	4	0	0	9	0	5
KANSAS	73	15	4	16	0	0	0	0
KENTUCKY	140	26	9	3	2	17	0	2
LOUISIANA	79	39	83	1	0	9	0	1
MAINE	29	6	2	0	0	0	0	0
MARYLAND	92	40	35	5	0	0	28	0
MASSACHUSETTS	255	36	43	1	6		4	1
MICHIGAN	264	45	99	10		1	0	2
MINNESOTA	124	14	2	2	0	14	0	2
MISSISSIPPI	20	19	20	5	1	24	0	0
MISSOURI	58	69	19	18	4	12	0	0
MONTANA	14	3	5	0	0	5	0	0
NEBRASKA	72	24	7	1	0	1	0	2
NEVADA	18	10	14	0	0	0	0	0
NEW HAMPSHIRE	11	2	2	45	1	0	1	0
NEW JERSEY	114	20	18	1	5	0	0	2
NEW MEXICO	38	14	34	1	0	4	0	0
NEW YORK	376	47	181	59	73	4	2	3
NORTH CAROLINA	189	60	32	1	2	16	0	0
NORTH DAKOTA	23	3	2	1	0	0	0	0
OHIO	288	110	48	8	0	20	0	2
OKLAHOMA	71	30	23	13	0	11	0	1
OREGON	69	13	31	0	0	62	0	6
PENNSYLVANIA	349	47	81	5	110	0	22	6
PUERTO RICO	35	153	23	22	1	6	0	1
RHODE ISLAND	15	11	9	0	0	0	0	0
SOUTH CAROLINA	45	36	21	3	0	5	0	0
SOUTH DAKOTA	14	8	1	2	0	5	0	0
TENNESSEE	142	72	45	31	0	2	0	1
TEXAS	254	483	316	12	0	28	0	18
UTAH	96	15	41	0		16		0
VERMONT	12	0	1	0	0	0	0	1
VIRGINIA	139	30	7	0	0	6	0	0
WASHINGTON	54	39	19	2	1	13	1	2
WEST VIRGINIA	51	12	2	12	0	8	0	0
WISCONSIN	125	25	25	6	1	8	0	0
WYOMING	14	8	4	0	0	0	0	0
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	5	0	0	0	0	0	0	0
NORTHERN MARIANAS	1	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	10	1	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	6,036	2,321	2,356	418	226	466	61	73
50 STATES, D.C. & P.R.	6,016	2,317	2,356	418	226	466	61	73

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	62.86	12.00	8.00	8.00	0.00	9.14	0.00	0.00
ALASKA	73.91	13.04	13.04	0.00	0.00	0.00	0.00	0.00
ARIZONA	57.92	16.60	12.74	1.93	1.16	9.27	0.00	0.39
ARKANSAS	43.96	23.08	9.89	19.78	0.00	0.00	3.30	0.00
CALIFORNIA	41.18	14.67	38.82	2.41	0.65	1.30	0.00	0.95
COLORADO	93.65	5.56	0.79	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	54.59	11.59	28.02	2.90	1.45	0.48	0.48	0.48
DELAWARE	55.00	45.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	5.26	42.11	52.63	0.00	0.00	0.00	0.00	0.00
FLORIDA	52.11	18.18	21.73	3.13	0.00	4.41	0.00	0.44
GEORGIA	53.56	24.72	8.24	2.25	0.00	11.24	0.00	0.00
HAWAII	60.71	25.00	10.71	0.00				3.57
IDAHO	77.78	12.96	1.85	0.00	0.00	7.41	0.00	0.00
ILLINOIS	45.75	29.54	19.88	0.77	0.39	3.47	0.00	0.19
INDIANA	67.92	5.35	10.38	8.49	0.00	7.86	0.00	0.00
IOWA	66.18	14.71	5.88	0.00	0.00	13.24	0.00	0.00
KANSAS	67.59	13.89	3.70	14.81	0.00	0.00	0.00	0.00
KENTUCKY	72.16	13.40	4.64	0.00	1.03	8.76	0.00	0.00
LOUISIANA	37.26	18.40	38.15	0.47	0.00	4.25	0.00	1.47
MAINE	78.38	16.22	5.41	0.00	0.00	0.00	0.00	0.00
MARYLAND	46.00	20.00	17.50	2.50	0.00	0.00	14.00	0.00
MASSACHUSETTS	69.49	12.20	14.58	0.34	2.03		1.02	0.34
MICHIGAN	62.71	10.69	23.52	2.39		0.14		0.47
MINNESOTA	78.48	8.86	1.27	1.27	0.00	8.86	0.00	1.27
MISSISSIPPI	22.47	21.35	22.47	5.62	1.12	26.97	0.00	0.00
MISSOURI	32.22	38.33	10.56	10.00	2.22	6.67	0.00	0.00
MONTANA	51.85	11.11	18.52	0.00	0.00	18.52	0.00	0.00
NEBRASKA	67.29	22.43	6.54	0.93	0.00	0.93	0.00	1.87
NEVADA	45.45	22.73	31.82	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	17.74	3.23	3.23	72.58	1.61	0.00	1.61	0.00
NEW JERSEY	71.25	12.50	11.25	0.63	3.13	0.00	0.00	1.25
NEW MEXICO	41.76	15.38	37.36	1.10	0.00	4.40	0.00	0.00
NEW YORK	50.47	6.31	24.18	7.92	3.81	5.54	0.27	1.42
NORTH CAROLINA	60.36	21.43	11.43	0.36	0.71	5.71	0.00	0.00
NORTH DAKOTA	79.31	10.34	6.90	3.45	0.00	0.00	0.00	0.00
OHIO	58.77	24.12	10.53	1.75	0.20	4.18	0.00	0.44
OKLAHOMA	47.65	20.13	15.44	4.72	0.00	7.18	0.00	4.87
OREGON	38.12	27.18	17.13	0.00	0.00	14.25	0.00	3.31
PENNSYLVANIA	56.29	7.58	13.06	0.81	17.74	0.00	3.59	0.97
PUERTO RICO	14.52	63.49	9.54	9.13	0.41	2.49	0.00	0.41
RHODE ISLAND	42.86	31.43	25.71	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	56.67	24.00	14.00	2.00	0.00	3.33	0.00	0.00
SOUTH DAKOTA	50.00	21.43	3.57	7.14	0.00	17.86	0.00	0.00
TENNESSEE	61.58	18.32	11.45	7.89	0.00	0.53	0.00	0.26
TEXAS	22.86	43.47	28.44	1.08	0.00	2.52	0.00	1.62
UTAH	57.14	8.93	24.41	0.00		9.52		0.00
VERMONT	85.71	0.00	7.14	0.00	0.00	0.00	0.00	7.14
VIRGINIA	76.37	16.48	3.85	0.00	0.00	3.30	0.00	0.00
WASHINGTON	41.22	29.77	14.50	1.53	0.76	9.92	0.76	1.53
WEST VIRGINIA	60.00	14.12	2.35	14.12	0.00	9.41	0.00	0.00
WISCONSIN	65.79	13.16	13.16	3.16	0.53	4.21	0.00	0.00
WYOMING	53.85	30.77	15.38	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	90.91	9.09	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	50.48	19.41	19.70	3.50	1.89	3.90	0.51	0.61
50 STATES, D.C. & P.R.	50.41	19.42	19.74	3.55	1.89	3.91	0.51	0.57

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

AUTISM

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	40	51	97	31	11	0	11	0
ALASKA	7	10	15	1	0	0	0	0
ARIZONA	65	26	146	8	29	0	0	[illegible]
ARKANSAS	11	51	111	2	13	0	0	[illegible]
CALIFORNIA	297	182	1,742	161	157	5	4	[illegible]
COLORADO	42	9	33	1	0	0	0	[illegible]
CONNECTICUT	49	75	112	31	24	1	4	[illegible]
DELAWARE	2	47	23	29	1	0	0	[illegible]
DISTRICT OF COLUMBIA	0	0	25	4	11	0	0	[illegible]
FLORIDA	14	53	856	123	[illegible]	0	2	[illegible]
GEORGIA	59	93	370	4	[illegible]	0	1	[illegible]
HAWAII	18	11	50	0	5	[illegible]	[illegible]	[illegible]
IDAHO	15	22	22	1	[illegible]	0	[illegible]	[illegible]
ILLINOIS	142	41	490	62	132	1	11	0
INDIANA	193	36	384	12	[illegible]	[illegible]	3	0
IOWA	66	49	90	5	[illegible]	[illegible]	1	2
KANSAS	54	31	51	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
KENTUCKY	61	74	96	1	1	[illegible]	[illegible]	1
LOUISIANA	17	22	363	8	2	[illegible]	[illegible]	[illegible]
MAINE	46	27	42	2	2	[illegible]	[illegible]	[illegible]
MARYLAND	59	62	211	74	25	[illegible]	1	2
MASSACHUSETTS	16	2	114	[illegible]	33	[illegible]	42	1
MICHIGAN	333	127	481	207	[illegible]	2	[illegible]	[illegible]
MINNESOTA	267	146	144	4	1	0	0	0
MISSISSIPPI	5	13	95	6	[illegible]	0	0	1
MISSOURI	69	97	180	27	11	[illegible]	[illegible]	[illegible]
MONTANA	14	13	23	1	[illegible]	[illegible]	[illegible]	1
NEBRASKA	32	22	23	4	[illegible]	[illegible]	[illegible]	1
NEVADA	27	9	43	13	[illegible]	[illegible]	[illegible]	1
NEW HAMPSHIRE	25	15	23	5	3	0	1	1
NEW JERSEY	31	53	177	144	313	1	1	8
NEW MEXICO	7	7	64	0	3	2	[illegible]	0
NEW YORK	165	57	379	871	255	4	47	7
NORTH CAROLINA	135	44	644	72	1	[illegible]	[illegible]	2
NORTH DAKOTA	10	10	6	9	0	0	3	0
OHIO	105	53	41	9	0	0	0	0
OKLAHOMA	45	77	104	4	2	1	0	1
OREGON	469	144	185	35	8	0	0	8
PENNSYLVANIA	94	72	697	57	85	2	4	4
PUERTO RICO	4	20	141	4	15	0	0	8
RHODE ISLAND	1	14	44	0	16	0	0	2
SOUTH CAROLINA	9	19	169	4	0	1	0	3
SOUTH DAKOTA	15	8	18	0	1	1	2	0
TENNESSEE	33	24	210	9	4	2	0	0
TEXAS	126	449	1,219	13	0	2	1	8
UTAH	14	10	84	6	[illegible]	[illegible]	[illegible]	0
VERMONT	31	2	1	0	0	0	0	1
VIRGINIA	38	62	451	51	1	0	4	1
WASHINGTON	65	60	188	4	4	0	0	1
WEST VIRGINIA	28	16	41	1	0	0	0	0
WISCONSIN	88	85	256	10	1	1	0	2
WYOMING	8	8	11	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	5	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	1	4	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	3,636	2,649	11,693	2,177	1,163	18	120	74
50 STATES, D.C. & P.R.	3,634	2,644	11,686	2,177	1,163	18	119	74

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

AUTISM

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	16.60	21.18	40.25	12.86	4.56	0.00	4.56	0.00
ALASKA	13.21	18.87	66.04	1.89	0.00	0.00	0.00	0.00
ARIZONA	24.00	9.45	53.09	2.91	10.55	0.00	0.00	0.00
ARKANSAS	15.14	23.39	55.50	0.00	5.96	0.00	0.00	0.00
CALIFORNIA	11.38	6.97	68.28	7.01	6.02	0.00	0.08	0.27
COLORADO	49.41	10.59	38.82	1.18	0.00	0.00	0.00	0.00
CONNECTICUT	28.45	21.55	32.18	8.91	8.05	0.29	0.57	0.00
DELAWARE	0.00	47.47	23.23	29.29	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	59.52	9.52	30.95	0.00	0.00	0.00
FLORIDA	3.19	4.88	80.28	11.55	0.00	0.00	0.00	0.00
GEORGIA	12.11	10.88	75.94	0.82	0.00	0.00	0.21	0.00
HAWAII	4.62	16.92	76.92	0.00	1.54			
IDAHO	45.12	26.83	26.83	1.22	0.00	0.00	0.00	0.00
ILLINOIS	15.61	4.57	54.63	9.14	14.72	0.11	1.23	0.00
INDIANA	28.96	5.73	62.97	1.90	0.00	0.00	0.47	0.00
IOWA	31.28	23.22	42.65	2.37	0.00	0.00	0.47	0.00
KANSAS	39.13	22.46	36.96	0.00	0.00	0.00	1.45	0.00
KENTUCKY	26.07	31.62	41.03	0.43	0.43	0.00	0.00	0.43
LOUISIANA	4.13	5.34	88.11	1.94	0.00	0.49	0.00	0.00
MAINE	38.66	22.69	35.29	1.68	1.68	0.00	0.00	0.00
MARYLAND	12.84	13.54	50.44	17.03	5.46	0.00	0.22	0.44
MASSACHUSETTS	7.81	1.04	59.34	3.65	17.19		10.42	0.52
MICHIGAN	29.13	10.24	42.04	18.11		0.00	0.00	0.44
MINNESOTA	47.68	25.00	25.71	1.43	0.18	0.00	0.00	0.00
MISSISSIPPI	0.00	11.10	82.81	5.22	0.00	0.00	0.00	0.87
MISSOURI	15.75	25.33	47.00	7.05	2.87	0.00	0.00	0.00
MONTANA	22.95	37.70	37.70	1.64	0.00	0.00	0.00	0.00
NEBRASKA	19.02	26.83	48.05	4.88	0.00	0.00	0.00	1.22
NEVADA	23.26	10.47	50.00	15.12	0.00	0.00	0.00	1.16
NEW HAMPSHIRE	36.23	14.49	33.33	7.25	4.35	0.00	2.90	1.45
NEW JERSEY	4.65	7.30	24.36	19.93	42.77	0.14	0.28	0.43
NEW MEXICO	8.75	8.75	80.00	0.00	0.00	2.50	0.00	0.00
NEW YORK	9.23	3.19	21.21	48.85	14.27	0.22	2.83	0.39
NORTH CAROLINA	14.56	4.93	72.12	8.06	0.11	0.00	0.00	0.22
NORTH DAKOTA	34.48	34.48	20.69	0.00	0.00	0.00	10.34	0.00
OHIO	55.72	25.60	13.81	3.86	0.00	0.00	0.00	0.00
OKLAHOMA	25.14	12.29	58.10	2.23	1.12	0.56	0.00	0.56
OREGON	55.19	16.98	21.82	4.13	0.94	0.00	0.00	0.94
PENNSYLVANIA	9.28	7.11	68.81	5.63	8.39	0.00	0.39	0.39
PUERTO RICO	2.08	10.42	73.44	2.08	7.81	0.00	0.00	4.17
RHODE ISLAND	1.30	18.18	57.14	0.00	20.78	0.00	0.00	2.60
SOUTH CAROLINA	4.39	9.27	82.44	1.95	0.00	0.49	0.00	1.46
SOUTH DAKOTA	34.88	18.60	37.21	0.00	2.33	2.33	4.65	0.00
TENNESSEE	11.70	8.51	74.47	3.19	1.42	0.71	0.00	0.00
TEXAS	6.79	26.33	65.64	0.70	0.00	0.05	0.05	0.43
UTAH	12.28	8.77	73.68	5.26		0.00		0.00
VERMONT	88.57	5.71	2.86	0.00	0.00	0.00	0.00	2.86
VIRGINIA	6.25	10.20	74.18	8.39	0.16	0.00	0.66	0.16
WASHINGTON	20.19	18.63	58.39	1.24	1.24	0.00	0.00	0.31
WEST VIRGINIA	32.56	18.60	47.67	1.16	0.00	0.00	0.00	0.00
WISCONSIN	19.86	19.19	57.79	2.26	0.23	0.23	0.00	0.45
WYOMING	29.63	29.63	40.74	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	14.29	0.00	71.43	0.00	0.00	0.00	14.29	0.00
BUR. OF INDIAN AFFAIRS	16.67	66.67	16.67	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	16.89	12.30	54.31	10.11	5.40	0.08	0.56	0.34
50 STATES, D.C. & P.R.	16.89	12.29	54.32	10.12	5.41	0.08	0.55	0.34

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

DEAF-BLINDNESS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1	1	3	0	0	0	0	0
ALASKA	0	0	4	0	0	0	0	0
ARIZONA	4	2	13	12	3	0	0	1
ARKANSAS	0	2	1	4	0	0	2	0
CALIFORNIA	9	7	18	3	0	0	3	0
COLORADO	13	2	12	5	0	3	0	2
CONNECTICUT	8	1	4	1	6	0	1	0
DELAWARE	0	2	4	10	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0
FLORIDA	1	0	15	1	0	0	0	0
GEORGIA	2	1	8	1	0	0	0	0
HAWAII	0	0	0	0	[illegible]	[illegible]	[illegible]	[illegible]
IDAHO	0	0	1	0	0	1	0	0
ILLINOIS	4	1	10	1	0	3	0	0
INDIANA	0	1	14	0	0	1	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	0	1	2	0	0	1	0	0
KENTUCKY	0	1	2	0	1	0	0	1
LOUISIANA	1	2	3	0	0	0	0	0
MAINE	0	0	0	0	0	0	2	0
MARYLAND	1	0	1	2	0	0	2	0
MASSACHUSETTS	0	0	6	1	4		2	0
MICHIGAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MINNESOTA	6	2	3	0	1	1	0	0
MISSISSIPPI	28	1	9	1	0	0	0	0
MISSOURI	2	0	12	2	0	2	0	0
MONTANA	0	0	2	0	0	1	0	0
NEBRASKA	0	0	2	0	0	0	0	0
NEVADA	0	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	1	0	0	0	0
NEW JERSEY	5	0	3	2	9	2	0	0
NEW MEXICO	0	1	2	0	0	0	0	0
NEW YORK	0	1	2	4	0	1	0	0
NORTH CAROLINA	0	0	1	1	1	4	0	0
NORTH DAKOTA	2	2	1	6	0	9	2	0
OHIO	5	1	1	1	0	0	0	2
OKLAHOMA	1	9	5	0	0	1	0	2
OREGON	0	9	0	0	0	0	0	0
PENNSYLVANIA	1	1	0	0	0	0	0	0
PUERTO RICO	0	0	6	6	3	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	1	0	0	1	0	1	0	0
SOUTH DAKOTA	2	0	0	0	0	1	0	0
TENNESSEE	0	0	0	1	0	0	0	0
TEXAS	0	2	24	3	0	4	0	2
UTAH	1	1	17	4		0		0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	1	0	0	0	0	0
WASHINGTON	1	2	6	1	0	1	0	1
WEST VIRGINIA	1	0	0	1	0	6	0	0
WISCONSIN	0	0	4	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	5	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	103	49	237	83	25	48	9	13
50 STATES, D.C. & P.R.	102	49	231	83	25	48	9	13

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	20.00	20.00	60.00	0.00	0.00	0.00	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	10.81	5.41	35.14	32.43	8.11	0.00	0.00	8.11
ARKANSAS	0.00	22.22	11.11	44.44	0.00	0.00	22.22	0.00
CALIFORNIA	15.79	12.28	66.67	5.26	0.00	0.00	0.00	0.00
COLORADO	35.14	5.41	32.43	13.51	0.00	8.11	0.00	5.41
CONNECTICUT	34.78	13.04	17.39	4.35	26.09	0.00	4.35	0.00
DELAWARE	0.00	12.50	25.00	62.50	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	5.88	0.00	88.24	5.88	0.00	0.00	0.00	0.00
GEORGIA	33.33	16.67	33.33	16.67	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	0.00	0.00				
IDAHO	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
ILLINOIS	17.39	4.35	52.17	13.04	0.00	13.04	0.00	0.00
INDIANA	0.00	9.52	85.71	0.00	0.00	4.76	0.00	0.00
IOWA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
KANSAS	0.00	25.00	50.00	0.00	0.00	25.00	0.00	0.00
KENTUCKY	0.00	20.00	40.00	0.00	20.00	0.00	0.00	20.00
LOUISIANA	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
MARYLAND	30.00	0.00	30.00	20.00	0.00	0.00	20.00	0.00
MASSACHUSETTS	0.00	0.00	46.15	7.69	30.77		15.38	0.00
MICHIGAN								
MINNESOTA	50.00	20.00	10.00	0.00	10.00	10.00	0.00	0.00
MISSISSIPPI	76.32	7.89	13.16	2.63	0.00	0.00	0.00	0.00
MISSOURI	11.11	0.00	66.67	11.11	0.00	11.11	0.00	0.00
MONTANA	0.00	0.00	66.67	0.00	0.00	33.33	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NEW JERSEY	23.81	0.00	14.29	9.52	42.86	9.52	0.00	0.00
NEW MEXICO		33.33	66.67	0.00	0.00	0.00	0.00	0.00
NEW YORK	0.00	12.50	25.00	50.00	0.00	12.50	0.00	0.00
NORTH CAROLINA	0.00	0.00	14.29	14.29	14.29	57.14	0.00	0.00
NORTH DAKOTA	10.00	10.00	5.00	30.00	0.00	45.00	0.00	0.00
OHIO	50.00	10.00	10.00	10.00	0.00	0.00	0.00	20.00
OKLAHOMA	8.33	25.00	41.67	0.00	0.00	8.33	0.00	16.67
OREGON	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	33.33	0.00	0.00	33.33	0.00	33.33	0.00	0.00
SOUTH DAKOTA	66.67	0.00	0.00	0.00	0.00	33.33	0.00	0.00
TENNESSEE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
TEXAS	0.00	4.65	65.12	6.98	0.00	18.60	0.00	4.65
UTAH	4.76	4.76	71.43	19.05		0.00		0.00
VERMONT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	8.33	16.67	50.00	8.33	0.00	8.33	0.00	8.33
WEST VIRGINIA	12.50	0.00	0.00	12.50	0.00	75.00	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	18.17	8.64	41.80	14.64	4.41	8.47	1.59	2.29
50 STATES, D.C. & P.R.	18.21	8.75	41.25	14.82	4.46	8.57	1.61	2.32

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

TRAUMATIC BRAIN INJURY

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	31	29	14	5	0	0	0	2
ALASKA	9	12	6	3	0	0	0	0
ARIZONA	5	4	2	3	0	0	0	0
ARKANSAS	6	17	12	0	4	0	9	0
CALIFORNIA	97	46	132	4	8	0	0	8
COLORADO	41	25	4	0	0	0	0	2
CONNECTICUT	7	6	6	0	1	0	0	0
DELAWARE	[illegible]	[illegible]	0	0	0	0	0	0
DISTRICT OF COLUMBIA	7	0	0	2	3	0	0	0
FLORIDA	19	20	42	0	0	0	0	1
GEORGIA	26	44	46	1	0	0	0	1
HAWAII	3	12	8	0				
IDAHO	29	17	9	1	0	0	0	0
ILLINOIS	43	56	111	10	2	0	0	1
INDIANA	81	10	37	1	8	0	0	1
IOWA	31	17	15	0	3	0	0	0
KANSAS	22	11	11	0	1	0	0	1
KENTUCKY	22	18	27	1	0	0	0	1
LOUISIANA	24	20	61	1	0	0	0	1
MAINE	11	12	6	0	3	0	0	0
MARYLAND	76	29	15	5	6	1	2	0
MASSACHUSETTS	25	17	41	4	12		3	4
MICHIGAN								
MINNESOTA	41	23	6	1	0	0	0	2
MISSISSIPPI	8	45	26	6	0	0	0	0
MISSOURI	24	41	24	6	0	0	0	2
MONTANA	14	4	5	[illegible]	0	0	0	0
NEBRASKA	28	12	7	1	1	0	0	0
NEVADA	20	16	6	1	0	0	0	0
NEW HAMPSHIRE	3	4	5	[illegible]	0	0	0	0
NEW JERSEY	3	7	15	[illegible]	4	0	0	1
NEW MEXICO	24	11	24	2	0	0	0	1
NEW YORK	129	58	145	11	3	0	1	7
NORTH CAROLINA	44	35	36	4	2	0	0	1
NORTH DAKOTA	2	0	0	0	0	0	0	0
OHIO	19	8	8	1	0	0	0	1
OKLAHOMA	50	19	14	0	0	0	1	0
OREGON	88	23	17	0	1	0	1	1
PENNSYLVANIA	82	101	228	1	193	0	4	2
PUERTO RICO	5	6	8	1	0	0	0	2
RHODE ISLAND	5	2	10	0	1	0	1	0
SOUTH CAROLINA	3	6	6	0	0	0	0	1
SOUTH DAKOTA	4	5	3	0	0	0	3	0
TENNESSEE	24	23	32	1	0	0	0	2
TEXAS	23	98	82	2	0	0	0	0
UTAH	53	16	24	2		0		0
VERMONT	9	1	1	0	0	0	0	0
VIRGINIA	17	27	24	1	1	0	0	0
WASHINGTON	28	33	16	0	1	0	0	0
WEST VIRGINIA	19	8	4	0	0	1	0	0
WISCONSIN	31	42	27	0	0	0	0	0
WYOMING	15	14	6	0	2	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	4	2	1	0	0	0	1
U.S. AND OUTLYING AREAS	1,273	1,089	1,429	87	254	2	25	49
50 STATES, D.C. & P.R.	1,269	1,085	1,427	86	254	2	25	48

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE, FACIL=FACILITY, RESID=RESIDENTIAL, HOSP=HOSPITAL, ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B , During the 1996-97 School Year

TRAUMATIC BRAIN INJURY

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ALASKA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ARIZONA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ARKANSAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
CALIFORNIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
COLORADO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
CONNECTICUT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
DELAWARE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
DISTRICT OF COLUMBIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FLORIDA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
GEORGIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HAWAII	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
IDAHO	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ILLINOIS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
INDIANA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
IOWA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
KANSAS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
KENTUCKY	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
LOUISIANA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MAINE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MARYLAND	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MASSACHUSETTS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MICHIGAN								
MINNESOTA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MISSISSIPPI	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MISSOURI	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
MONTANA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEBRASKA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEVADA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW HAMPSHIRE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW JERSEY	[illegible]	[illegible]	42.86	2.86	[illegible]	[illegible]	[illegible]	2.86
NEW MEXICO	[illegible]	[illegible]	41.18	2.94	[illegible]	[illegible]	[illegible]	[illegible]
NEW YORK	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH CAROLINA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	[illegible]	13.56	13.56	1.69	0.00	0.00	0.00	[illegible]
OKLAHOMA	[illegible]	[illegible]	[illegible]	0.00	0.00	0.00	[illegible]	0.00
OREGON	[illegible]	[illegible]	[illegible]	0.00	[illegible]	0.00	[illegible]	[illegible]
PENNSYLVANIA	[illegible]	18.21	40.35	0.51	14.16	0.00	[illegible]	[illegible]
PUERTO RICO	[illegible]	[illegible]	[illegible]	12.50	0.00	0.00	0.00	[illegible]
RHODE ISLAND	25.00	15.00	50.00	0.00	5.00	0.00	[illegible]	[illegible]
SOUTH CAROLINA	18.75	37.50	37.50	0.00	0.00	0.00	0.00	6.25
SOUTH DAKOTA	42.11	26.32	15.79	0.00	0.00	0.00	15.79	0.00
TENNESSEE	[illegible]	24.39	[illegible]	1.22	0.00	0.00	0.00	2.44
TEXAS	[illegible]	[illegible]	[illegible]	[illegible]	0.00	0.00	0.00	[illegible]
UTAH	55.79	16.84	25.26	2.11		0.00		0.00
VERMONT	66.67	25.00	8.33	0.00	0.00	0.00	0.00	0.00
VIRGINIA	24.29	38.57	34.29	1.43	1.43	0.00	0.00	0.00
WASHINGTON	[illegible]	42.11	[illegible]	0.00	1.24	0.00	[illegible]	[illegible]
WEST VIRGINIA	61.29	25.81	12.90	0.00	0.00	0.00	0.00	0.00
WISCONSIN	30.69	41.58	24.75	[illegible]	[illegible]	0.49	[illegible]	[illegible]
WYOMING	40.54	37.84	16.22	0.00	5.41	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	[illegible]	36.36	18.18	9.09	0.00	0.00	0.00	9.09
U.S. AND OUTLYING AREAS	[illegible]	28.44	[illegible]	2.07	[illegible]	[illegible]	0.59	[illegible]
50 STATES, D.C. & P.R.	[illegible]	[illegible]	[illegible]	2.05	[illegible]	[illegible]	[illegible]	2.14

Please see data notes for an explanation of individual state differences.
SEPAR=SEPARATE, FACIL=FACILITY, RESID=RESIDENTIAL, HOSP=HOSPITAL, ENVIR=ENVIRONMENT
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	12,008	21,027	7,455	477	35	220	192	165
ALASKA	3,298	2,350	866	127	7	3	10	4
ARIZONA	10,322	11,796	6,650	483	376	218	114	96
ARKANSAS	6,829	12,029	3,645	50	178	0	341	213
CALIFORNIA	91,404	67,083	55,848	2,356	6,125	624	962	1,536
COLORADO	19,157	6,044	2,839	553	158	300	478	291
CONNECTICUT	16,134	7,146	5,906	569	1,149	69	627	81
DELAWARE	773	3,934	387	312	14	58	0	43
DISTRICT OF COLUMBIA	614	702	1,359	330	432	0	0	0
FLORIDA	34,482	31,582	50,085	3,252	454	1,089	9	1,158
GEORGIA	13,440	18,526	16,949	450	4	296	59	60
HAWAII	2,520	3,062	1,850	24	13	60	28	58
IDAHO	5,256	2,758	901	95	9	53	41	49
ILLINOIS	23,135	39,351	33,013	5,546	2,883	537	559	760
INDIANA	24,201	10,031	16,209	455	19	425	299	382
IOWA	14,634	9,073	4,550	846	0	308	78	34
KANSAS	10,705	7,002	2,978	481	58	164	72	115
KENTUCKY	8,776	12,397	6,618	195	31	248	90	162
LOUISIANA	9,600	9,417	19,141	352	67	655	25	564
MAINE	5,972	5,094	1,803	107	161	10	182	67
MARYLAND	15,724	10,473	11,245	1,625	1,464	327	367	228
MASSACHUSETTS	41,407	10,411	9,331	1,733	2,934		660	709
MICHIGAN	28,014	23,080	21,981	3,376		184	151	118
MINNESOTA	23,512	15,936	3,702	1,844	179	540	309	151
MISSISSIPPI	5,354	12,562	8,280	130	9	198	12	298
MISSOURI	15,300	23,490	9,068	1,332	300	305	26	153
MONTANA	3,538	2,779	998	125	11	55	47	28
NEBRASKA	8,950	4,486	1,894	259	42	98	26	80
NEVADA	4,465	5,537	1,325	254	0	26	2	58
NEW HAMPSHIRE	6,205	2,722	1,910	201	256	71	282	35
NEW JERSEY	26,547	27,063	16,015	2,741	5,281	383	61	873
NEW MEXICO	6,141	6,654	7,942	287	1	181	17	168
NEW YORK	70,764	21,798	56,902	12,551	3,586	1,808	2,812	949
NORTH CAROLINA	23,881	16,425	11,706	809	122	356	167	413
NORTH DAKOTA	3,906	945	240	6	16	35	29	23
OHIO	49,550	28,190	8,469	3,734	0	472	0	1,617
OKLAHOMA	12,837	13,229	4,572	254	59	232	51	187
OREGON	15,249	5,936	1,823	359	390	479	32	159
PENNSYLVANIA	26,949	33,781	24,769	1,956	1,627	1,108	238	281
PUERTO RICO	661	11,368	5,973	881	304	23	9	402
RHODE ISLAND	4,749	2,309	2,860	107	254	79	194	118
SOUTH CAROLINA	5,693	14,277	9,758	414	25	222	28	448
SOUTH DAKOTA	2,731	1,635	453	33	39	44	58	11
TENNESSEE	17,519	21,223	11,786	428	459	113	3	1,186
TEXAS	34,078	111,433	50,358	2,117	14	223	11	3,356
UTAH	7,358	7,199	5,447	420		89		105
VERMONT	4,114	436	287	106	80	17	119	54
VIRGINIA	19,185	22,291	14,823	716	487	520	228	221
WASHINGTON	16,311	16,139	6,938	316	124	88	14	221
WEST VIRGINIA	6,106	8,169	3,706	46	2	57	8	119
WISCONSIN	13,278	21,246	8,765	520	39	310	28	141
WYOMING	2,518	2,216	670	37	5	86	57	42
AMERICAN SAMOA	97	65	29	0	0	0	0	0
GUAM	203	255	370	15	3	1	3	0
NORTHERN MARIANAS	89	37	14	0	0	0	0	1
PALAU	29	31	12	0	0	0	0	1
VIRGIN ISLANDS	31	231	350	0	4	0	8	9
BUR. OF INDIAN AFFAIRS	1,214	1,601	405	19	1	12	58	11
U.S. AND OUTLYING AREAS	839,517	783,062	564,229	56,811	30,290	14,079	10,281	18,792
50 STATES, D.C. & P.R.	837,454	780,842	563,349	56,777	30,282	14,066	10,212	18,770

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	28.88	50.57	17.93	1.15	0.08	0.53	0.46	0.40
ALASKA	49.48	35.26	12.99	1.91	0.11	0.05	0.15	0.06
ARIZONA	34.34	39.25	22.13	1.61	1.25	0.73	0.38	0.32
ARKANSAS	29.33	51.66	15.65	0.21	0.76	0.00	1.46	0.91
CALIFORNIA	40.98	29.43	24.30	1.03	2.89	0.27	0.42	0.67
COLORADO	64.24	20.27	9.52	1.95	0.53	1.01	1.50	0.98
CONNECTICUT	50.93	22.56	18.64	1.80	3.63	0.22	1.98	0.26
DELAWARE	14.00	71.26	7.01	5.65	0.25	1.05	0.00	0.78
DISTRICT OF COLUMBIA	17.86	20.42	39.54	9.60	12.57	0.01	0.00	0.00
FLORIDA	28.24	25.86	41.02	2.66	0.37	0.89	0.01	0.95
GEORGIA	27.00	37.21	34.05	0.90	0.01	0.59	0.12	0.12
HAWAII	33.09	40.21	24.29	0.32	0.17	0.79	0.37	0.76
IDAHO	57.37	30.10	9.83	1.04	0.10	0.58	0.45	0.53
ILLINOIS	21.87	37.20	31.21	5.24	2.73	0.51	0.53	0.72
INDIANA	46.52	19.28	31.16	0.87	0.04	0.82	0.57	0.73
IOWA	49.57	30.73	15.41	2.87	0.00	1.04	0.26	0.12
KANSAS	49.62	32.45	13.80	2.23	0.27	0.76	0.33	0.53
KENTUCKY	30.77	43.47	23.21	0.68	0.11	0.87	0.32	0.57
LOUISIANA	24.11	23.65	48.07	0.88	0.17	1.64	0.06	1.42
MAINE	44.58	38.03	13.46	0.80	1.20	0.07	1.36	0.50
MARYLAND	37.93	25.26	27.13	3.92	3.53	0.79	0.89	0.55
MASSACHUSETTS	61.63	15.50	13.88	2.58	4.37		0.98	1.06
MICHIGAN	36.43	30.01	28.58	4.39		0.24	0.20	0.15
MINNESOTA	57.11	26.55	8.99	4.48	0.43	1.31	0.75	0.37
MISSISSIPPI	19.95	46.30	30.85	0.48	0.53	0.74	0.04	1.11
MISSOURI	30.62	47.00	18.15	2.67	0.60	0.61	0.05	0.31
MONTANA	46.67	36.66	13.16	1.65	0.15	0.73	0.62	0.37
NEBRASKA	56.52	28.33	11.96	1.54	0.27	0.62	0.16	0.51
NEVADA	38.27	47.46	11.38	2.18	0.00	0.22	0.02	0.50
NEW HAMPSHIRE	53.12	23.30	16.35	1.72	2.19	0.61	2.41	0.30
NEW JERSEY	33.62	34.27	20.28	3.47	6.69	0.49	0.08	1.11
NEW MEXICO	28.71	31.11	37.13	1.34	0.00	0.85	0.08	0.79
NEW YORK	41.34	12.73	33.24	7.33	2.09	1.06	1.64	0.55
NORTH CAROLINA	44.32	30.48	21.73	1.50	0.23	0.66	0.31	0.77
NORTH DAKOTA	75.12	18.17	4.62	0.12	0.31	0.67	0.56	0.44
OHIO	53.84	30.63	9.20	4.06	0.00	0.51	0.00	1.76
OKLAHOMA	40.85	42.10	14.55	0.81	0.19	0.74	0.16	0.60
OREGON	62.43	24.30	7.46	1.47	1.60	1.96	0.13	0.65
PENNSYLVANIA	29.71	37.24	27.31	2.16	1.79	1.22	0.26	0.31
PUERTO RICO	3.37	57.94	30.44	4.49	1.55	0.12	0.05	2.05
RHODE ISLAND	44.51	21.64	26.80	1.00	2.38	0.74	1.82	1.11
SOUTH CAROLINA	18.44	46.26	31.62	1.34	0.08	0.72	0.09	1.45
SOUTH DAKOTA	54.58	32.67	9.05	0.66	0.78	0.88	1.16	0.22
TENNESSEE	33.24	40.27	22.37	0.81	0.87	0.21	0.01	2.21
TEXAS	16.90	55.18	24.98	1.05	0.01	0.11	0.01	1.66
UTAH	35.69	34.92	26.42	2.34		0.43		0.51
VERMONT	78.62	8.36	5.51	2.33	1.53	0.33	2.28	1.04
VIRGINIA	32.81	38.12	25.35	1.22	0.83	0.89	0.39	0.38
WASHINGTON	40.62	40.20	17.28	0.79	0.31	0.22	0.03	0.55
WEST VIRGINIA	33.53	44.85	20.35	0.25	0.01	0.31	0.04	0.65
WISCONSIN	29.95	47.93	19.77	1.17	0.09	0.70	0.06	0.32
WYOMING	44.72	39.35	11.90	0.66	0.09	1.53	1.01	0.75
AMERICAN SAMOA	50.79	34.03	15.18	0.00	0.00	0.00	0.00	0.00
GUAM	23.88	30.00	43.53	1.76	0.35	0.12	0.35	0.00
NORTHERN MARIANAS	63.12	26.24	9.93	0.00	0.00	0.00	0.00	0.71
PALAU	39.73	42.47	16.44	0.00	0.00	0.00	0.00	1.37
VIRGIN ISLANDS	4.90	36.49	55.29	0.00	0.63	0.00	1.26	1.42
BUR. OF INDIAN AFFAIRS	36.56	48.21	12.20	0.57	0.03	0.36	1.75	0.33
U.S. AND OUTLYING AREAS	36.23	33.80	24.35	2.45	1.31	0.61	0.44	0.81
50 STATES, D.C. & P.R.	36.24	33.79	24.35	2.46	1.31	0.61	0.44	0.81

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8,583	12,363	934	20	3	2	6	16
ALASKA	2,662	1,872	362	18	4	2	4	0
ARIZONA	8,054	10,117	3,048	23	44	0	21	23
ARKANSAS	4,997	7,416	880	0	16	0	10	88
CALIFORNIA	74,106	58,546	34,891	349	1,131	0	125	692
COLORADO	12,625	4,082	733	76	26	59	64	57
CONNECTICUT	10,782	4,445	2,301	61	256	12	67	13
DELAWARE	592	3,110	150	68	2	23	0	2
DISTRICT OF COLUMBIA	526	544	936	52	188	0	0	0
FLORIDA	22,252	25,668	24,678	88	148	220	1	73
GEORGIA	7,673	9,385	2,960	6	1	4	0	9
HAWAII	1,776	1,926	697	4	5	13	2	10
IDAHO	4,121	1,797	163	17	0	1	19	14
ILLINOIS	14,217	33,245	16,588	396	137	78	10	36
INDIANA	17,577	7,570	5,423	12	2	81	19	140
IOWA	9,415	5,304	1,174	74	0	34	12	6
KANSAS	7,187	4,244	591	10	2	16	6	36
KENTUCKY	4,551	6,249	1,641	23	1	9	5	15
LOUISIANA	6,158	7,331	9,356	20	13	108	2	192
MAINE	3,676	3,044	359	6	19	1	5	12
MARYLAND	10,859	7,612	5,587	72	216	11	11	83
MASSACHUSETTS	28,393	7,450	3,504	290	425		68	39
MICHIGAN	18,206	16,800	10,423	482		10	34	30
MINNESOTA	13,787	5,359	516	125	8	44	24	18
MISSISSIPPI	4,051	10,335	4,490	20	1	9	0	127
MISSOURI	12,970	18,659	3,320	131	24	42	3	41
MONTANA	2,618	2,180	340	16	3	0	13	9
NEBRASKA	5,575	2,347	284	27	6	47	6	10
NEVADA	3,594	4,768	520	9	0	18	0	24
NEW HAMPSHIRE	4,073	1,577	967	7	58	16	62	13
NEW JERSEY	20,904	22,639	10,676	425	1,018	26	5	299
NEW MEXICO	4,512	5,263	4,841	80	0	7	0	64
NEW YORK	56,380	16,144	38,142	1,705	566	66	261	186
NORTH CAROLINA	17,246	9,948	1,983	24	6	1	32	72
NORTH DAKOTA	2,797	398	20	0	3	3	3	5
OHIO	37,443	6,895	893	60	0	64	0	108
OKLAHOMA	10,452	9,782	950	92	32	39	9	59
OREGON	11,002	4,143	367	102	103	56	8	34
PENNSYLVANIA	20,007	25,710	12,043	159	0	169	0	49
PUERTO RICO	288	7,652	1,527	246	67	2	0	5
RHODE ISLAND	3,705	1,784	1,827	40	31	9	12	13
SOUTH CAROLINA	3,637	10,052	3,098	3	8	14	1	131
SOUTH DAKOTA	2,155	1,065	63	7	4	1	1	1
TENNESSEE	12,445	15,003	4,484	49	131	2	0	266
TEXAS	23,986	91,466	24,764	260	1	2	0	299
UTAH	5,536	5,860	2,555	64		5		39
VERMONT	2,167	190	39	16	16	2	31	9
VIRGINIA	13,479	16,952	5,879	19	65	94	19	64
WASHINGTON	10,230	10,070	2,473	44	16	12	3	21
WEST VIRGINIA	4,495	5,613	1,020	3	1	0	1	28
WISCONSIN	7,775	14,157	1,868	44	2	38	2	27
WYOMING	1,764	1,535	192	7	2	20	8	12
AMERICAN SAMOA	96	60	0	0	0	0	0	0
GUAM	170	233	283	12	1	0	2	0
NORTHERN MARIANAS	57	22	3	0	0	0	0	0
PALAU	27	27	3	0	0	0	0	0
VIRGIN ISLANDS	3	125	124	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	805	1,107	217	6	0	1	2	4
U.S. AND OUTLYING AREAS	599,169	566,139	256,150	5,967	4,812	1,493	1,000	3,623
50 STATES, D.C. & P.R.	598,011	564,565	255,520	5,949	4,811	1,492	995	3,619

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	39.14	56.38	4.26	0.09	0.01	0.01	0.03	0.07
ALASKA	54.06	38.12	7.35	0.37	0.08	0.04	0.08	0.00
ARIZONA	37.61	47.54	14.32	0.11	0.21	0.00	0.10	0.11
ARKANSAS	37.27	55.31	6.56	0.00	0.12	0.00	0.07	0.66
CALIFORNIA	43.63	34.47	20.54	0.20	0.67	0.00	0.07	0.41
COLORADO	71.24	23.33	4.14	0.41	0.19	0.03	0.36	0.32
CONNECTICUT	60.11	24.78	12.91	0.34	1.41	0.07	0.37	0.07
DELAWARE	15.39	78.24	3.96	1.77	0.05	0.60	0.00	0.05
DISTRICT OF COLUMBIA	23.42	24.22	41.67	1.82	8.87	0.00	0.00	0.00
FLORIDA	30.41	35.13	33.79	0.12	0.23	0.30	0.00	0.10
GEORGIA	38.29	46.84	14.77	0.03	0.00	0.02	0.00	0.04
HAWAII	42.06	41.45	15.72	0.09	0.11	0.29	0.05	0.23
IDAHO	67.28	29.31	2.66	0.28	0.00	0.02	0.11	0.23
ILLINOIS	21.97	51.38	25.64	0.61	0.23	0.12	0.02	0.06
INDIANA	57.32	24.56	17.39	0.04	0.01	0.26	0.06	0.48
IOWA	58.77	33.11	7.11	0.46	0.00	0.21	0.07	0.04
KANSAS	59.44	35.10	4.89	0.08	0.02	0.13	0.05	0.30
KENTUCKY	36.49	50.01	13.14	0.14	0.01	0.07	0.04	0.12
LOUISIANA	26.57	31.43	40.36	0.29	0.08	0.47	0.01	0.83
MAINE	51.61	42.74	5.04	0.08	0.27	0.01	0.07	0.17
MARYLAND	44.41	31.13	22.85	0.29	0.88	0.04	0.04	0.34
MASSACHUSETTS	70.68	19.55	8.72	0.72	1.56		0.17	0.10
MICHIGAN	39.53	36.51	22.67	1.05		0.02	0.03	0.27
MINNESOTA	69.18	26.96	2.60	0.65	0.14	0.22	0.12	0.09
MISSISSIPPI	21.29	54.30	23.59	0.11	0.01	0.05	0.00	0.67
MISSOURI	39.38	50.18	10.00	0.19	0.07	0.13	0.01	0.12
MONTANA	50.55	42.09	6.56	0.31	0.16	0.05	0.25	0.17
NEBRASKA	67.15	28.25	3.42	0.31	0.07	0.57	0.07	0.12
NEVADA	40.21	53.38	5.82	0.15	0.08	0.20	0.03	0.27
NEW HAMPSHIRE	60.14	23.28	14.28	0.17	0.86	0.24	0.92	0.19
NEW JERSEY	37.11	40.41	19.07	0.76	1.82	0.15	0.01	0.53
NEW MEXICO	30.59	35.64	32.78	0.54	0.00	0.05	0.00	0.43
NEW YORK	52.39	14.49	30.43	1.53	0.51	0.26	0.23	0.17
NORTH CAROLINA	60.91	31.60	7.02	0.09	0.02	0.00	0.11	0.25
NORTH DAKOTA	86.62	12.33	0.62	0.00	0.09	0.09	0.09	0.15
OHIO	82.38	15.27	1.96	0.13	0.00	0.14	0.00	0.24
OKLAHOMA	49.41	45.09	4.44	0.41	0.15	0.18	0.04	0.28
OREGON	69.57	26.25	2.32	0.64	0.61	0.35	0.05	0.22
PENNSYLVANIA	34.41	44.22	20.72	0.27	0.00	0.29	0.00	0.04
PUERTO RICO	2.94	78.19	15.60	2.51	0.69	0.02	0.00	0.05
RHODE ISLAND	49.93	24.04	24.62	0.54	0.42	0.12	0.16	0.18
SOUTH CAROLINA	21.46	59.32	18.28	0.02	0.05	0.08	0.01	0.77
SOUTH DAKOTA	65.36	32.30	1.91	0.11	0.12	0.03	0.03	0.03
TENNESSEE	38.43	46.31	13.85	0.15	0.40	0.01	0.00	0.82
TEXAS	17.04	64.97	17.59	0.18	0.00	0.00	0.00	0.21
UTAH	39.38	41.68	18.17	0.48		0.04		0.28
VERMONT	87.71	7.69	1.58	0.65	0.65	0.08	1.28	0.36
VIRGINIA	36.86	46.35	16.08	0.05	0.18	0.26	0.05	0.18
WASHINGTON	44.73	44.03	10.81	0.19	0.07	0.05	0.01	0.09
WEST VIRGINIA	40.27	50.29	9.14	0.03	0.01	0.00	0.01	0.25
WISCONSIN	32.51	59.20	7.81	0.18	0.01	0.16	0.01	0.11
WYOMING	49.83	43.36	5.42	0.20	0.06	0.56	0.23	0.34
AMERICAN SAMOA	61.54	38.46	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	24.25	33.24	40.37	1.71	0.14	0.00	0.29	0.00
NORTHERN MARIANAS	69.51	26.83	3.66	0.00	0.00	0.00	0.00	0.00
PALAU	47.37	47.37	5.26	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	1.19	49.41	49.01	0.00	0.00	0.00	0.40	0.00
BUR. OF INDIAN AFFAIRS	37.58	51.68	10.13	0.28	0.00	0.05	0.09	0.19
U.S. AND OUTLYING AREAS	41.66	39.36	17.81	0.41	0.33	0.10	0.07	0.25
50 STATES, D.C. & P.R.	41.67	39.34	17.81	0.41	0.34	0.10	0.07	0.25

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	844	29	5	0	0	0	2	1
ALASKA	294	59	11	1	1	0	0	0
ARIZONA	929	93	34	19	9	0	0	0
ARKANSAS	473	142	43	0	1	0	0	1
CALIFORNIA	11,092	2,244	1,734	23	52	0	2	21
COLORADO	1,733	258	54	3	1	0	0	1
CONNECTICUT	1,348	452	146	5	19	2	0	6
DELAWARE	64	22	1	0	0	0	0	0
DISTRICT OF COLUMBIA	83	0	0	8	0	0	0	0
FLORIDA	7,224	655	388	2	0	12	0	11
GEORGIA	1,516	346	25	0	0	0	0	8
HAWAII	256	24	14	0				
IDAHO	280	67	9	1	1	0	0	0
ILLINOIS	4,707	159	133	7	2	5	0	1
INDIANA	2,299	8	0	0	0	1	0	0
IOWA	578	177	45	8	0	0	1	0
KANSAS	765	50	4	0	0	1	0	0
KENTUCKY	1,243	29	0	0	1	0	0	0
LOUISIANA	1,425	77	261	2	4	4	0	3
MAINE	873	424	77	1	3		0	1
MARYLAND	2,421	1,122	1,265	38	10	0	5	16
MASSACHUSETTS	9,625	693	727	60	31		27	12
MICHIGAN	3,193	396	223	17		1	6	14
MINNESOTA	1,653	724	17	1	1	2	1	4
MISSISSIPPI	978	211	53	4	2	0	0	2
MISSOURI	792	1,793	75	18	1	0	0	0
MONTANA	256	19	11	0	0	0	0	0
NEBRASKA	1,344	175	32	27	0	11	1	3
NEVADA	322	13	14	1	0	0	0	2
NEW HAMPSHIRE	697	430	322	16	13	0	2	1
NEW JERSEY	2,025	514	452	19	95	2	0	1
NEW MEXICO	721	617	569	6	0	0	0	22
NEW YORK	3,407	928	2,602	110	47	0	24	3
NORTH CAROLINA	1,307	58	63	1	0	0	0	4
NORTH DAKOTA	528	35	5	1	0	0	0	0
OHIO	1,969	0	0	0	0	24	0	0
OKLAHOMA	950	149	2	0	1	1	0	0
OREGON	1,652	349	69	19	17	8	0	6
PENNSYLVANIA	3,079	130	23	0	8	0	0	5
PUERTO RICO	73	333	33	1	18	0	1	1
RHODE ISLAND	476	159	86	1	5	0	0	1
SOUTH CAROLINA	720	31	1	0	2	0	0	0
SOUTH DAKOTA	185	19	0	0	0	0	0	0
TENNESSEE	1,759	1,261	145	1	8	2	0	17
TEXAS	4,230	789	133	3	0	0	0	1
UTAH	528	261	157	0		0		1
VERMONT	436	53	32	3	3	1	1	5
VIRGINIA	2,243	84	63	0	3	2	1	3
WASHINGTON	914	49	26	1	0	0	0	5
WEST VIRGINIA	568	60	6	2	0	0	0	1
WISCONSIN	1,925	117	25	0	0	1	0	3
WYOMING	265	171	28	1	0	0	0	1
AMERICAN SAMOA	1	0	0	0	0	0	0	0
GUAM	6	0	2	0	0	0	0	0
NORTHERN MARIANAS	1	1	0	0	0	0	0	0
PALAU	1	2	1	0	0	0	0	0
VIRGIN ISLANDS	17	1	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	175	101	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	92,381	16,612	10,838	388	407	85	82	188
50 STATES, D.C. & P.R.	92,180	16,507	10,835	388	407	85	82	188

Please see data notes for an explanation of individual State differences.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	96.24	2.85	0.57	0.00	0.00	0.00	0.23	0.11
ALASKA	80.33	16.12	3.01	0.27	0.27	0.00	0.00	0.00
ARIZONA	86.18	8.63	3.15	1.76	0.28	0.00	0.00	0.00
ARKANSAS	71.67	21.52	6.52	0.00	0.15	0.00	0.00	0.15
CALIFORNIA	73.24	14.82	11.28	0.15	0.34	0.00	0.01	0.15
COLORADO	84.54	12.59	2.61	0.15	0.05	0.00	0.00	0.05
CONNECTICUT	68.32	22.94	7.81	0.25	0.41	0.05	0.00	0.10
DELAWARE	73.56	25.29	1.15	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	91.21	0.00	0.00	8.79	0.00	0.00	0.00	0.00
FLORIDA	85.02	7.71	6.92	0.02	0.06	0.14	0.00	0.13
GEORGIA	80.34	18.34	1.32	0.00	0.00	0.00	0.00	0.00
HAWAII	85.62	9.70	4.68	0.00				
IDAHO	78.21	18.72	2.51	0.28	0.28	0.00	0.00	0.00
ILLINOIS	90.31	3.05	6.39	0.11	0.04	0.08	0.00	0.02
INDIANA	99.61	0.26	0.00	0.00	0.00	0.13	0.00	0.00
IOWA	77.63	15.09	6.06	0.81	0.00	0.27	0.13	0.00
KANSAS	93.07	6.08	0.73	0.00	0.00	0.12	0.00	0.00
KENTUCKY	97.57	2.27	0.00	0.08	0.08	0.00	0.00	0.00
LOUISIANA	80.55	3.96	14.75	0.11	0.23	0.21	0.00	0.17
MAINE	63.18	30.79	5.59	0.07	0.22	0.00	0.00	0.15
MARYLAND	49.44	22.91	25.83	0.78	0.61	0.00	0.10	0.33
MASSACHUSETTS	85.88	6.19	6.49	0.27	0.64		0.24	0.29
MICHIGAN	83.15	10.31	5.55	0.44		0.01	0.18	0.36
MINNESOTA	87.07	11.59	0.88	0.05	0.25	0.10	0.05	0.21
MISSISSIPPI	77.99	16.83	4.55	0.32	0.14	0.00	0.00	0.16
MISSOURI	29.44	67.05	2.80	0.67	0.04	0.00	0.00	0.00
MONTANA	89.82	6.32	3.86	0.00	0.00	0.00	0.00	0.00
NEBRASKA	84.79	11.04	2.07	1.07	0.00	0.82	0.06	0.19
NEVADA	87.26	2.71	[illegible]	0.27	0.00	0.00	0.00	0.54
NEW HAMPSHIRE	46.90	28.94	[illegible]	1.38	0.41	0.00	0.54	0.87
NEW JERSEY	73.17	13.01	10.93	0.46	2.30	0.05	0.00	0.07
NEW MEXICO	37.45	32.05	29.56	0.31	0.00	0.00	0.00	0.62
NEW YORK	47.84	13.03	36.54	1.54	0.66	0.00	0.14	0.24
NORTH CAROLINA	91.40	4.06	4.41	0.07	0.00	0.00	0.00	0.07
NORTH DAKOTA	92.79	6.15	0.88	0.18	0.00	0.00	0.00	0.00
OHIO	99.38	0.00	0.00	0.00	0.00	0.62	0.00	0.00
OKLAHOMA	86.05	13.41	0.18	0.00	0.09	0.27	0.00	0.00
OREGON	78.00	16.43	3.21	0.90	0.40	0.38	0.00	0.28
PENNSYLVANIA	95.12	4.02	0.71	0.00	0.00	0.00	0.00	0.15
PUERTO RICO	15.87	72.39	7.17	0.22	3.91	0.00	0.22	0.22
RHODE ISLAND	65.38	21.84	11.81	0.14	0.69	0.00	0.00	0.14
SOUTH CAROLINA	95.74	4.13	0.13	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	90.24	8.78	0.98	0.00	0.00	0.00	0.00	0.00
TENNESSEE	51.84	37.16	10.17	0.01	0.24	0.06	0.00	0.50
TEXAS	82.04	15.30	2.58	0.06	0.00	0.00	0.00	0.02
UTAH	55.76	27.56	16.58	0.00		0.00		0.11
VERMONT	81.34	9.89	5.97	0.56	0.56	0.19	0.56	0.93
VIRGINIA	93.50	3.50	2.63	0.00	0.13	0.08	0.04	0.13
WASHINGTON	91.95	4.83	2.62	0.10	0.00	0.00	0.00	0.50
WEST VIRGINIA	89.45	9.45	0.94	0.00	0.00	0.00	0.00	0.16
WISCONSIN	92.95	5.65	1.21	0.00	0.00	0.05	0.00	0.14
WYOMING	56.87	36.70	6.01	0.21	0.00	0.00	0.00	0.21
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	94.44	5.56	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	63.41	36.59	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	76.36	13.73	8.96	0.32	0.34	0.07	0.07	0.16
50 STATES, D.C. & P.R.	76.39	13.68	8.98	0.32	0.34	0.07	0.07	0.16

Please see data notes for an explanation of individual State differences.
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Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	761	6,752	5,372	283	11	1	19	21
ALASKA	19	106	159	1	0	1	0	0
ARIZONA	147	521	1,988	86	25	0	4	8
ARKANSAS	643	1,611	2,209	2	96	0	127	61
CALIFORNIA	497	1,414	8,835	716	871	0	14	198
COLORADO	447	441	591	9	2	52	3	6
CONNECTICUT	149	461	1,059	96	47	4	15	1
DELAWARE	42	500	174	129	7	6	0	2
DISTRICT OF COLUMBIA	4	27	309	814	52	0	0	0
FLORIDA	173	3,874	13,194	1,523	11	82	0	74
GEORGIA	694	3,510	9,276	75	1	51	11	25
HAWAII	114	519	628	0		3		3
IDAHO	164	614	457	15	0	0	5	2
ILLINOIS	791	787	8,273	1,079	839	26	92	12
INDIANA	1,592	1,420	7,265	98	0	40	12	61
IOWA	2,088	2,225	1,777	170		29	8	2
KANSAS	342	917	1,578	150	11	14	15	7
KENTUCKY	1,884	4,658	2,952	18	6	6	6	49
LOUISIANA	119	557	5,442	217	17	149	1	74
MAINE	42	228	388	5	8	0	13	1
MARYLAND	170	401	1,618	513	70	2	17	8
MASSACHUSETTS	1,303	1,391	2,648	118	164	0	91	28
MICHIGAN	520	1,599	6,218	1,341		7	70	8
MINNESOTA	784	1,450	1,617	124	0	0	11	13
MISSISSIPPI	114	1,604	1,021	43	1	40	0	68
MISSOURI	157	1,261	3,419	810	67	21	0	12
MONTANA	109	258	368	2	1	4	5	2
NEBRASKA	566	1,275	923	107	6	6	4	12
NEVADA	53	208	348	1,078	0	1	1	2
NEW HAMPSHIRE	118	115	194	23	13	1	12	1
NEW JERSEY	38	433	1,529	490	271	10	4	38
NEW MEXICO	71	128	419	0	0	0	0	5
NEW YORK	425	871	4,511	2,019	221	17	58	17
NORTH CAROLINA	1,193	4,714	6,253	942	66	12	29	85
NORTH DAKOTA	148	287	158	0	1	1	4	9
OHIO	4,667	16,888	4,104	225	0	31	0	121
OKLAHOMA	504	2,326	2,772	46	11	19	8	23
OREGON	415	975	747	22	13	8	1	12
PENNSYLVANIA	828	4,135	7,479	891	56	11	21	34
PUERTO RICO	117	2,620	1,866	514	115	9	8	165
RHODE ISLAND	13	26	389	8	51	0	5	2
SOUTH CAROLINA	564	2,441	4,894	177	0	31	11	140
SOUTH DAKOTA	86	366	226	5	9	2	4	1
TENNESSEE	518	2,845	4,624	65	93	4	3	53
TEXAS	119	1,597	9,846	454	2	55	2	125
UTAH	42	185	1,195	18		0		6
VERMONT	429	95	115	4	2	0	5	4
VIRGINIA	165	1,957	4,948	76	41	46	24	42
WASHINGTON	428	1,401	1,477	21	1	5	1	5
WEST VIRGINIA	235	1,738	2,161	8	1	0	2	22
WISCONSIN	268	1,834	1,546	170	5	37	7	17
WYOMING	21	117	168	4	0	19	1	0
AMERICAN SAMOA	0	0	15	0	0	0	0	0
GUAM	4	10	91	1	0	0	0	0
NORTHERN MARIANAS	11	5	2	0	0	0	0	1
PALAU	1	0	2	0	0	0	0	1
VIRGIN ISLANDS	3	93	198	2	0	0	0	0
BUR. OF INDIAN AFFAIRS	19	137	56	9	0	0	10	2
U.S. AND OUTLYING AREAS	25,772	88,619	157,374	13,203	2,579	891	703	1,605
50 STATES, D.C. & P.R.	25,734	88,374	157,050	13,193	2,579	891	693	1,601

Please see data notes for an explanation of individual State differences.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6.78	52.07	40.64	2.14	0.58	0.02	0.11	0.17
ALASKA	11.46	34.75	52.13	1.33	0.00	0.33	0.00	0.00
ARIZONA	5.29	19.78	71.54	1.28	0.80	0.00	0.14	0.29
ARKANSAS	10.07	53.27	32.57	0.83	1.33	0.00	1.84	0.90
CALIFORNIA	3.72	14.68	72.72	5.80	2.24	0.00	0.11	1.46
COLORADO	11.36	28.93	54.19	3.58	1.03	0.77	0.06	0.39
CONNECTICUT	8.12	25.14	57.74	5.25	2.62	0.22	0.97	0.05
DELAWARE	0.68	59.84	22.02	14.84	0.81	1.69	0.00	0.12
DISTRICT OF COLUMBIA	0.19	5.26	58.78	25.62	9.84	0.00	0.00	0.00
FLORIDA	2.29	6.62	80.91	9.34	0.07	0.32	0.02	0.45
GEORGIA	5.08	25.93	67.49	0.56	0.01	0.37	0.08	0.19
HAWAII	10.44	42.34	46.75	0.00		0.21		0.21
IDAHO	24.89	42.14	31.17	1.03	0.00	0.00	0.34	0.14
ILLINOIS	6.67	6.46	69.71	11.77	3.87	0.22	0.69	0.17
INDIANA	11.91	14.01	72.59	0.96	0.07	0.40	0.10	0.61
IOWA	17.21	15.27	28.29	1.71	[illegible]	0.37	0.11	[illegible]
KANSAS	10.99	32.69	49.16	1.79	0.16	0.55	0.25	0.28
KENTUCKY	18.19	57.47	20.15	0.21	0.05	0.06	0.06	0.81
LOUISIANA	1.51	4.52	91.25	2.10	0.67	1.24	0.08	1.13
MAINE	6.47	37.17	55.12	2.77	1.39	0.75	0.46	0.46
MARYLAND	9.21	14.41	57.59	14.15	2.72	0.67	0.08	0.21
MASSACHUSETTS	22.07	27.78	45.27	1.00	4.81		0.45	0.50
MICHIGAN	7.49	19.97	65.41	12.06		0.11	0.07	0.06
MINNESOTA	13.99	42.24	39.13	1.69	0.11	0.15	0.32	0.18
MISSISSIPPI	2.11	52.72	42.66	1.00	0.02	0.94	0.10	1.14
MISSOURI	2.71	20.79	59.42	14.36	1.78	0.36	0.09	0.42
MONTANA	14.02	26.65	55.09	0.15	0.17	0.60	0.75	0.30
NEBRASKA	21.77	48.22	28.17	0.81	0.21	0.21	0.32	0.31
NEVADA	7.06	31.69	46.19	14.04	0.00	0.11	0.13	0.27
NEW HAMPSHIRE	24.42	24.21	40.84	4.84	2.31	0.21	2.53	0.63
NEW JERSEY	1.71	19.47	46.22	17.99	12.19	0.99	0.18	1.35
NEW MEXICO	6.91	12.44	78.49	0.88	0.00	1.00	0.00	0.49
NEW YORK	5.11	4.37	58.26	25.92	2.06	2.21	0.72	0.46
NORTH CAROLINA	9.16	47.15	42.28	1.00	0.52	0.09	0.13	0.67
NORTH DAKOTA	24.07	48.29	25.69	0.00	0.16	0.16	0.65	0.99
OHIO	17.98	65.35	15.85	0.48	0.00	0.10	0.00	0.41
OKLAHOMA	4.51	40.95	44.71	0.87	0.21	0.34	0.15	0.19
OREGON	27.17	41.10	41.71	1.23	0.71	0.34	0.06	0.67
PENNSYLVANIA	6.15	31.69	58.14	5.08	0.40	0.21	0.15	0.28
PUERTO RICO	1.59	15.59	81.92	7.29	1.41	0.12	0.08	2.17
RHODE ISLAND	1.51	9.26	78.74	1.11	10.32	0.40	1.51	0.42
SOUTH CAROLINA	6.83	29.58	53.25	2.16	0.01	0.38	0.13	1.69
SOUTH DAKOTA	15.52	51.82	31.88	0.71	1.27	0.28	0.56	0.14
TENNESSEE	6.32	34.72	56.44	0.79	1.01	0.05	0.01	0.65
TEXAS	0.97	12.77	82.57	3.72	0.02	0.61	0.72	1.00
UTAH	2.91	12.69	82.67	1.32		0.00		0.42
VERMONT	57.47	14.48	25.53	0.61	0.30	0.00	0.74	0.91
VIRGINIA	2.26	26.86	67.92	0.96	0.59	0.61	0.13	1.44
WASHINGTON	10.92	41.96	44.23	0.63	0.09	0.09	0.13	0.15
WEST VIRGINIA	5.64	41.73	51.98	0.14	0.02	0.00	0.05	0.53
WISCONSIN	4.35	31.17	62.27	2.89	0.08	0.61	0.12	0.29
WYOMING	6.42	35.79	50.76	1.22	0.00	5.50	0.11	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	6.06	15.15	77.27	1.52	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	57.89	26.32	10.53	0.00	0.00	0.00	0.00	5.26
PALAU	25.00	0.00	50.00	0.00	0.00	0.00	0.00	25.00
VIRGIN ISLANDS	1.02	31.63	67.35	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	9.15	59.42	24.33	1.86	0.00	0.00	4.29	0.86
U.S. AND OUTLYING AREAS	9.86	30.49	54.11	4.34	0.89	0.31	0.24	0.55
50 STATES, D.C. & P.R.	9.87	30.46	54.11	4.35	0.89	0.31	0.24	0.55

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME/ HOSP ENVIR
ALABAMA	1,082	1,275	540	48	12	11	113	[illegible]
ALASKA	123	142	128	102	1	[illegible]	[illegible]	4
ARIZONA	769	651	861	159	20	7	8	29
ARKANSAS	17	36	43	[illegible]	21	[illegible]	34	14
CALIFORNIA	1,129	1,155	1,754	519	4,180	[illegible]	[illegible]	[illegible]
COLORADO	2,538	741	784	312	121	181	41	287
CONNECTICUT	2,972	2,167	1,525	288	650	7	363	41
DELAWARE	12	147	11	53	4	29	[illegible]	4
DISTRICT OF COLUMBIA	[illegible]	116	107	19	281	[illegible]	[illegible]	[illegible]
FLORIDA	3,481	3,244	8,847	1,409	254	479	8	[illegible]
GEORGIA	2,551	1,347	3,674	275	[illegible]	[illegible]	1	[illegible]
HAWAII	241	311	418	17	38	54	20	18
IDAHO	154	111	76	56	[illegible]	1	12	17
ILLINOIS	2,387	1,850	8,208	5,892	1,390	208	418	[illegible]
INDIANA	2,363	[illegible]	2,627	[illegible]	[illegible]	177	31	[illegible]
IOWA	1,881	1,187	1,245	131	[illegible]	17	48	[illegible]
KANSAS	1,151	1,011	534	217	34	17	17	[illegible]
KENTUCKY	487	917	1,090	134	1	[illegible]	[illegible]	[illegible]
LOUISIANA	481	465	2,119	117	[illegible]	131	38	[illegible]
MAINE	440	384	[illegible]	31	117	1	144	[illegible]
MARYLAND	787	319	2,386	817	431	113	23	54
MASSACHUSETTS	1,089	520	1,110	11,381	1,840	[illegible]	131	48
MICHIGAN	2,119	2,551	3,314	451	[illegible]	48	11	17
MINNESOTA	4,459	2,718	1,183	1,440	117	109	27	7
MISSISSIPPI	22	37	48	[illegible]	2	8	[illegible]	11
MISSOURI	428	2,783	1,485	212	117	127	1	41
MONTANA	187	154	181	47	7	127	[illegible]	[illegible]
NEBRASKA	368	291	471	91	2	[illegible]	[illegible]	17
NEVADA	224	112	292	48	[illegible]	8	[illegible]	18
NEW HAMPSHIRE	775	128	216	1	127	17	144	[illegible]
NEW JERSEY	1,519	1,718	2,183	758	2,131	14	12	180
NEW MEXICO	445	302	1,098	115	1	111	17	47
NEW YORK	4,754	2,171	9,247	5,670	2,480	1,510	1,068	183
NORTH CAROLINA	2,178	1,711	2,087	127	18	[illegible]	8	154
NORTH DAKOTA	238	158	89	1	21	13	14	18
OHIO	1,510	2,144	1,551	1,329	[illegible]	149	1	181
OKLAHOMA	541	574	629	78	18	1	14	11
OREGON	411	311	319	145	231	4	13	58
PENNSYLVANIA	1,724	4,227	5,858	841	1,808	699	11	152
PUERTO RICO	26	153	169	12	1	1	[illegible]	11
RHODE ISLAND	283	195	475	4	128	98	114	11
SOUTH CAROLINA	148	1,327	1,151	141	17	137	18	117
SOUTH DAKOTA	118	89	62	2	19	4	15	2
TENNESSEE	517	514	889	96	147	[illegible]	1	18
TEXAS	2,576	8,595	8,444	751	4	2	3	1,047
UTAH	636	817	864	78	[illegible]	42	[illegible]	84
VERMONT	689	71	78	78	44	14	45	27
VIRGINIA	1,524	1,125	2,500	845	344	284	151	81
WASHINGTON	411	1,097	754	121	41	19	7	57
WEST VIRGINIA	419	444	401	18	[illegible]	[illegible]	4	61
WISCONSIN	2,281	4,442	2,729	252	11	152	19	11
WYOMING	111	217	209	22	4	15	43	34
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	1	2	2	0	0	0	0	0
NORTHERN MARIANAS	2	1	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	4	10	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	132	121	106	0	7	11	18	0
U.S. AND OUTLYING AREAS	58,455	64,782	87,293	24,499	18,557	6,249	6,520	3,125
50 STATES, D.C. & P.R.	58,320	64,677	87,173	24,499	18,550	6,238	6,481	3,125

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	31.61	42.42	17.12	1.52	0.38	0.35	4.14	2.46
ALASKA	24.11	33.64	21.68	19.07	0.19	0.00	0.93	0.37
ARIZONA	20.93	23.92	35.43	6.95	8.09	0.13	3.24	1.31
ARKANSAS	13.70	27.78	24.81	0.00	7.78	0.00	20.74	5.19
CALIFORNIA	10.86	11.07	30.68	4.23	34.24	0.00	6.46	2.45
COLORADO	48.56	14.12	14.98	5.93	2.31	2.88	7.66	3.56
CONNECTICUT	33.51	18.01	26.66	3.61	9.86	0.49	7.19	0.68
DELAWARE	6.38	56.52	9.28	18.84	1.16	6.67	0.00	1.16
DISTRICT OF COLUMBIA	0.00	25.49	23.52	19.16	31.82	0.00	0.00	0.00
FLORIDA	18.47	18.57	51.48	7.48	1.36	2.17	0.04	0.42
GEORGIA	24.00	37.12	34.55	2.60	0.01	1.22	0.44	0.06
HAWAII	18.50	39.37	32.08	1.30	0.61	3.30	1.92	2.92
IDAHO	30.62	25.43	18.77	13.83	1.73	0.74	4.20	4.69
ILLINOIS	11.37	20.60	33.65	19.96	10.62	1.13	2.36	0.31
INDIANA	30.23	12.23	45.08	3.26	0.29	2.68	3.64	2.59
IOWA	36.24	23.64	25.21	10.61	0.00	3.11	0.98	0.22
KANSAS	36.24	33.69	16.91	7.12	1.18	3.26	0.56	1.04
KENTUCKY	14.68	29.67	44.23	4.72	0.38	2.76	2.47	1.09
LOUISIANA	12.59	12.18	60.49	4.15	0.05	5.02	0.42	5.10
MAINE	33.03	33.35	19.52	2.77	4.49	0.04	5.54	1.26
MARYLAND	16.95	12.63	30.30	11.48	19.13	3.51	4.24	1.64
MASSACHUSETTS	17.93	8.59	25.94	17.83	25.48		2.89	1.34
MICHIGAN	29.92	26.94	31.71	9.33		0.94	0.97	0.19
MINNESOTA	44.59	23.16	10.88	13.35	1.46	3.30	2.44	0.82
MISSISSIPPI	10.15	23.86	49.75	0.00	1.02	4.26	0.51	10.45
MISSOURI	15.27	42.74	31.19	3.74	3.81	2.37	0.41	0.79
MONTANA	35.57	24.47	19.55	14.23	0.80	1.31	3.59	0.48
NEBRASKA	40.67	23.99	27.71	3.87	1.72	0.49	0.44	1.11
NEVADA	26.00	36.92	29.87	4.90	0.00	0.68	0.21	1.42
NEW HAMPSHIRE	39.90	21.93	14.99	0.21	8.67	1.40	9.99	2.91
NEW JERSEY	16.22	21.77	21.36	9.87	24.95	1.57	0.34	3.92
NEW MEXICO	20.36	15.79	49.26	5.17	0.64	5.89	0.76	2.13
NEW YORK	17.35	7.97	34.11	20.82	3.36	5.51	8.95	1.93
NORTH CAROLINA	26.26	24.96	38.98	4.19	0.14	0.99	3.16	1.32
NORTH DAKOTA	48.87	34.09	7.39	0.21	1.95	2.05	2.97	2.47
OHIO	17.71	31.54	21.32	23.02	0.00	1.98	0.01	4.42
OKLAHOMA	19.60	32.99	36.15	3.10	0.86	2.13	1.85	3.32
OREGON	40.59	16.53	16.72	8.99	11.18	2.35	0.95	2.69
PENNSYLVANIA	14.32	26.14	33.31	7.45	8.67	7.76	0.44	1.91
PUERTO RICO	6.77	39.06	44.01	3.13	0.52	0.26	0.52	5.73
RHODE ISLAND	21.26	15.44	32.34	0.65	10.19	5.50	13.58	1.04
SOUTH CAROLINA	11.58	34.17	41.62	6.05	0.57	0.90	0.53	4.59
SOUTH DAKOTA	40.27	23.55	21.16	0.68	6.48	1.37	5.80	0.68
TENNESSEE	21.67	22.65	38.25	4.23	6.48	0.93	0.04	5.75
TEXAS	11.89	39.64	39.87	3.48	0.02	0.01	0.01	5.07
UTAH	29.42	27.77	36.52	3.30		1.78		1.21
VERMONT	65.18	6.62	7.00	7.38	4.35	1.32	5.68	2.46
VIRGINIA	20.38	27.00	34.54	7.27	4.57	3.12	2.04	1.08
WASHINGTON	30.79	36.20	24.98	4.13	1.42	0.59	0.17	1.72
WEST VIRGINIA	30.52	33.13	30.07	1.34	0.00	0.00	0.30	4.63
WISCONSIN	22.21	45.03	27.54	2.54	0.31	1.53	0.19	0.64
WYOMING	28.06	28.86	27.26	2.93	0.40	4.65	5.98	1.86
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	23.53	58.82	0.00	0.00	0.00	5.88	11.76
BUR. OF INDIAN AFFAIRS	33.67	28.32	27.04	0.00	0.26	2.81	7.14	0.77
U.S. AND OUTLYING AREAS	21.70	24.04	32.41	9.10	6.15	2.28	2.42	1.90
50 STATES, D.C. & P.R.	21.69	24.04	32.42	9.11	6.16	2.28	2.41	1.90

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MULTIPLE DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	18	31	181	71	1	45	11	19
ALASKA	17	26	115	2	0	0	0	1
ARIZONA	52	40	292	47	43	64	0	24
ARKANSAS	13	43	231	10	29	0	40	12
CALIFORNIA	88	236	1,277	201	133	36	0	40
COLORADO	312	194	486	86	5	9	4	21
CONNECTICUT	119	147	349	220	48	8	25	10
DELAWARE	2	6	4	0	0	0	0	[illegible]
DISTRICT OF COLUMBIA	8	1	0	1	2	0	8	0
FLORIDA								
GEORGIA								
HAWAII	2	0	4	0				5
IDAHO	18	29	105	1	0	4	0	3
ILLINOIS								
INDIANA	17	8	206	24	0	26	17	[illegible]
IOWA	77	16	81	49	0	7	8	3
KANSAS	189	209	254	74	7	30	51	22
KENTUCKY	74	102	468	1	5	1	0	27
LOUISIANA	1	11	314	15	1	31	2	28
MAINE	118	265	392		9	1	26	14
MARYLAND	249	257	814	198	288	18	58	28
MASSACHUSETTS	141	149	407	211	248		119	94
MICHIGAN	21	17	287	488		2	3	11
MINNESOTA								
MISSISSIPPI	4	9	212	33	0	18	1	13
MISSOURI	15	47	341	39	62	11	0	9
MONTANA	11	27	46	0	0	0	0	1
NEBRASKA	10	34	112	22	1	4	4	3
NEVADA	9	27	42	84	0	0	1	5
NEW HAMPSHIRE	24	12	27	36	14	0	8	3
NEW JERSEY	489	1,128	1,417	892	1,450	72	46	92
NEW MEXICO	16	46	292	13	0	23	9	14
NEW YORK	567	510	2,142	1,884	726	118	416	170
NORTH CAROLINA	15	48	329	234	27	47	47	14
NORTH DAKOTA								
OHIO	520	1,249	1,367	1,719	0	2	2	48
OKLAHOMA	18	79	398	41	0	18	7	13
OREGON								
PENNSYLVANIA	5	18	291	324	0	6	1	24
PUERTO RICO	5	24	337	36	4	2	[illegible]	210
RHODE ISLAND	2	5	41	1	22	0	1	2
SOUTH CAROLINA	1	4	213	17	0	49	[illegible]	12
SOUTH DAKOTA	17	52	79	5	0	14	23	5
TENNESSEE	16	63	491	76	71	8	[illegible]	98
TEXAS	177	1,018	3,588	312	3	25	2	217
UTAH	6	22	295	247		1		11
VERMONT	17	4	13	2	1	0	4	1
VIRGINIA	31	78	572	38	62	29	6	3
WASHINGTON	180	249	893	48	6	12	1	20
WEST VIRGINIA								
WISCONSIN								
WYOMING								
AMERICAN SAMOA	0	0	8	0	0	0	0	0
GUAM	1	4	17	0	3	0	0	0
NORTHERN MARIANAS	8	8	9	0	0	0	0	0
PALAU	2	0	3	0	0	0	0	0
VIRGIN ISLANDS	0	0	8	0	1	0	1	1
BUR. OF INDIAN AFFAIRS	53	121	21	2	0	0	16	[illegible]
U.S. AND OUTLYING AREAS	3,334	6,784	17,833	7,450	2,977	759	916	1,127
50 STATES, D.C. & P.R.	3,274	6,578	17,693	7,448	2,973	759	897	1,126

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MULTIPLE DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	3.27	5.63	64.43	12.89	0.18	8.17	2.00	3.45
ALASKA	10.49	16.05	70.99	1.23	0.00	0.00	0.00	1.23
ARIZONA	10.02	7.86	49.12	9.23	8.45	12.97	0.00	2.35
ARKANSAS	3.46	11.44	61.17	2.66	7.71	0.00	10.64	2.93
CALIFORNIA	4.36	11.69	63.28	9.96	6.59	1.78	0.35	1.99
COLORADO	27.93	17.37	43.51	7.73	0.45	0.81	0.38	1.88
CONNECTICUT	14.67	18.13	41.01	12.70	6.04	1.11	3.08	1.21
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	33.33	66.67	0.00	0.00	0.00
FLORIDA								
GEORGIA								
HAWAII	0.00	0.00	44.44	0.00				55.56
IDAHO	11.25	18.13	63.13	0.63	1.88	2.50	0.00	1.88
ILLINOIS								
INDIANA	8.87	2.42	67.54	7.47	0.18	4.52	5.57	2.70
IOWA	12.17	5.12	[illegible]	21.54	[illegible]	2.94	2.52	1.26
KANSAS	24.77	24.29	31.93	9.31	2.84	1.87	1.08	2.64
KENTUCKY	12.44	15.03	64.92	3.17	0.74	0.44	0.00	3.27
LOUISIANA	0.25	4.74	77.92	4.47	0.25	7.63	0.25	6.41
MAINE	14.19	21.95	47.12	7.94	0.78	0.12	3.31	4.58
MARYLAND	12.51	12.01	41.51	19.85	9.45	0.70	2.98	1.31
MASSACHUSETTS	11.15	15.74	31.86	8.77	18.61		9.41	7.43
MICHIGAN	[illegible]	3.90	34.41	54.51		0.11	[illegible]	2.72
MINNESOTA								
MISSISSIPPI	[illegible]	3.94	58.47	17.76	[illegible]	12.94	0.46	6.02
MISSOURI	8.59	11.70	43.81	19.17	4.64	5.51	0.00	2.40
MONTANA	17.46	17.46	63.49	0.00	0.00	0.00	0.00	1.59
NEBRASKA	8.99	8.16	61.00	13.17	0.65	2.40	3.40	1.30
NEVADA	3.20	14.91	29.75	51.52	0.00	0.00	0.64	1.29
NEW HAMPSHIRE	19.55	8.59	[illegible]	23.67	11.29	1.09	6.45	2.42
NEW JERSEY	4.52	23.57	21.17	11.45	24.34	1.29	2.47	2.14
NEW MEXICO	4.75	41.88	[illegible]	1.17	0.00	5.84	0.00	3.85
NEW YORK	7.59	7.92	37.11	29.99	11.13	1.61	6.89	2.76
NORTH CAROLINA	4.53	7.44	52.54	16.91	4.37	6.47	5.61	2.47
NORTH DAKOTA						0.00		
OHIO	2.64	24.15	23.99	45.14	0.00	0.00	0.00	3.93
OKLAHOMA	2.11	31.94	58.39	3.58	0.00	1.11	1.21	1.95
OREGON								
PENNSYLVANIA	1.08	1.93	61.39	24.98	0.00	2.27	0.00	5.91
PUERTO RICO	1.11	7.89	33.41	4.74	0.00	0.49	0.00	49.17
RHODE ISLAND	2.51	8.54	56.59	1.02	28.90	0.00	1.95	0.00
SOUTH CAROLINA	0.51	2.14	57.65	5.67	0.00	25.38	0.00	6.12
SOUTH DAKOTA	4.17	21.70	30.28	2.40	3.37	8.65	11.94	2.40
TENNESSEE	2.35	9.65	64.02	9.91	4.26	1.04	0.00	4.41
TEXAS	4.14	23.46	57.14	5.80	0.58	0.71	0.05	3.51
UTAH	1.44	4.83	50.96	41.74		0.52		1.41
VERMONT	47.22	11.11	27.78	5.56	2.78	0.00	5.56	0.00
VIRGINIA	8.39	13.52	64.47	6.76	1.58	5.03	1.04	1.09
WASHINGTON	12.49	20.74	61.72	1.05	0.42	0.41	0.07	0.69
WEST VIRGINIA								
WISCONSIN								
WYOMING								
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	[illegible]	16.00	68.00	8.00	4.00	0.00	0.00	0.00
NORTHERN MARIANAS	37.50	25.00	37.50	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	54.55	0.00	9.09	0.00	27.27	9.09
BUR. OF INDIAN AFFAIRS	19.61	37.62	30.00	3.95	0.00	0.00	7.82	0.99
U.S. AND OUTLYING AREAS	8.14	16.19	41.16	18.20	7.27	1.89	2.24	2.78
50 STATES, D.C. & P.R.	8.15	16.19	41.20	18.31	7.32	1.88	2.21	2.78

Please see data notes for an explanation of individual State differences.
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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

HEARING IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	158	90	51	12	0	114	2	1
ALASKA	31	21	30	2	0	5	0	0
ARIZONA	241	127	55	85	2	76	1	0
ARKANSAS	42	76	13	26	0	0	58	1
CALIFORNIA	1,393	794	1,196	63	24	523	6	27
COLORADO	252	43	48	31	0	53	0	1
CONNECTICUT	158	53	34	22	44	2	22	1
DELAWARE	7	45	0	2	0	8	0	0
DISTRICT OF COLUMBIA	1	3	7	8	1	5	0	0
FLORIDA	319	207	411	10	0	292	0	3
GEORGIA	176	111	162	92	1	56	0	0
HAWAII	80	47	46	3				
IDAHO	48	17	6	0	0	49	0	1
ILLINOIS	310	108	525	13	6	157	17	0
INDIANA	378	77	134	65	0	62	5	1
IOWA	202	52	76	0	0	62	1	0
KANSAS	125	57	37	43	0	0	1	0
KENTUCKY	145	66	41	0	1	105	0	0
LOUISIANA	257	131	184	0	1	158	0	1
MAINE	59	30	11	16	2	7	0	0
MARYLAND	214	70	90	11	2	140	2	0
MASSACHUSETTS	244	53	180	25	267		55	0
MICHIGAN	547	215	361	14		62	0	1
MINNESOTA	457	87	47	52	1	91	0	2
MISSISSIPPI	45	102	85	7	0	52	1	0
MISSOURI	135	229	78	37	7	35	0	1
MONTANA	46	30	7	0	0	27	0	0
NEBRASKA	140	43	19	8	0	15	0	0
NEVADA	52	21	62	0	0	0	0	0
NEW HAMPSHIRE	25	12	6	49	4	0	14	0
NEW JERSEY	131	136	153	36	25	97	4	9
NEW MEXICO	77	19	84	54	0	1	0	1
NEW YORK	914	196	651	250	295	89	46	4
NORTH CAROLINA	455	185	111	7	0	193	1	2
NORTH DAKOTA	34	8	0	0	0	1	0	0
OHIO	549	246	195	46	0	104	0	8
OKLAHOMA	127	63	59	3	0	79	0	1
OREGON	139	34	8	8	0	269	0	0
PENNSYLVANIA	619	212	179	1	117	1	89	1
PUERTO RICO	16	155	112	8	58	0	0	0
RHODE ISLAND	18	11	9	49	0	0	1	0
SOUTH CAROLINA	143	129	92	15	0	76	0	1
SOUTH DAKOTA	22	8	1	12	0	13	0	0
TENNESSEE	244	106	198	22	1	50	0	2
TEXAS	376	893	888	221	0	26	0	9
UTAH	228	31	121	0		23		0
VERMONT	51	1	1	2	8	0	12	0
VIRGINIA	271	97	105	0	0	89	4	0
WASHINGTON	384	328	133	20	12	2	0	85
WEST VIRGINIA	78	63	18	12	0	27	0	0
WISCONSIN	363	81	151	35	0	65	0	1
WYOMING	41	31	10	0	0	1	1	0
AMERICAN SAMOA	0	5	0	0	0	0	0	0
GUAM	4	4	5	0	0	1	1	0
NORTHERN MARIANAS	4	0	0	0	0	0	0	0
PALAU	0	2	0	0	0	0	0	0
VIRGIN ISLANDS	0	6	5	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	8	7	2	1	0	0	1	0
U.S. AND OUTLYING AREAS	11,591	6,132	7,138	1,549	779	1,362	345	145
50 STATES, D.C. & P.R.	11,575	6,108	7,126	1,548	779	1,361	343	145

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	36.74	20.91	12.31	2.79	0.00	26.51	0.47	0.23
ALASKA	[illegible]	20.74	14.89	2.11	[illegible]	0.00	0.00	[illegible]
ARIZONA	41.06	21.43	9.17	14.48	0.34	12.98	0.17	[illegible]
ARKANSAS	[illegible]	26.83	5.88	14.16	[illegible]	0.00	22.56	0.19
CALIFORNIA	[illegible]	18.98	17.11	1.89	0.19	24.17	0.25	0.11
COLORADO	53.88	[illegible]	15.21	7.34	[illegible]	12.18	[illegible]	0.21
CONNECTICUT	46.71	[illegible]	[illegible]	6.59	13.17	[illegible]	8.88	[illegible]
DELAWARE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
DISTRICT OF COLUMBIA	[illegible]	[illegible]	46.67	[illegible]	6.67	[illegible]	[illegible]	[illegible]
FLORIDA	[illegible]	[illegible]	13.59	[illegible]	0.00	21.51	0.00	0.24
GEORGIA	23.91	16.46	[illegible]	14.98	0.17	9.52	0.00	[illegible]
HAWAII	54.20	32.19	[illegible]	3.00				
IDAHO	51.44	15.41	9.45	[illegible]	0.00	14.66	0.00	0.91
ILLINOIS	[illegible]	22.71	14.12	3.67	0.44	11.58	1.15	[illegible]
INDIANA	[illegible]	13.55	18.14	9.32	[illegible]	9.18	0.68	0.14
IOWA	[illegible]	14.71	[illegible]	[illegible]	[illegible]	17.54	0.25	[illegible]
KANSAS	[illegible]	[illegible]	[illegible]	23.14	[illegible]	[illegible]	0.81	[illegible]
KENTUCKY	46.28	18.11	[illegible]	[illegible]	0.41	23.17	0.25	[illegible]
LOUISIANA	[illegible]	18.28	[illegible]	[illegible]	0.41	17.00	[illegible]	0.13
MAINE	46.46	[illegible]	[illegible]	12.50	[illegible]	5.51	[illegible]	[illegible]
MARYLAND	41.93	[illegible]	[illegible]	2.01	0.17	25.18	0.11	[illegible]
MASSACHUSETTS	34.78	[illegible]	25.97	5.54	21.52		1.78	0.41
MICHIGAN	[illegible]	17.30	[illegible]	1.17		4.11	[illegible]	0.19
MINNESOTA	[illegible]	[illegible]	[illegible]	[illegible]	0.24	12.19	[illegible]	[illegible]
MISSISSIPPI	[illegible]	30.40	18.21	2.47	[illegible]	[illegible]	[illegible]	[illegible]
MISSOURI	[illegible]	[illegible]	[illegible]	[illegible]	1.16	13.89	[illegible]	0.19
MONTANA	41.79	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEBRASKA	[illegible]	16.81	7.17	13.52	[illegible]	[illegible]	[illegible]	[illegible]
NEVADA	18.84	15.58	40.91	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW HAMPSHIRE	[illegible]	[illegible]	[illegible]	45.79	1.34	[illegible]	[illegible]	[illegible]
NEW JERSEY	21.12	23.27	28.08	6.13	4.26	15.56	[illegible]	0.87
NEW MEXICO	32.79	10.17	25.21	22.94	[illegible]	8.41	[illegible]	[illegible]
NEW YORK	18.10	7.79	25.22	15.46	12.14	8.75	1.92	[illegible]
NORTH CAROLINA	47.40	19.27	11.59	0.71	[illegible]	20.71	[illegible]	0.21
NORTH DAKOTA	74.12	18.60	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OHIO	[illegible]	21.52	[illegible]	4.52	[illegible]	8.20	[illegible]	0.28
OKLAHOMA	38.25	19.94	[illegible]	8.95	[illegible]	[illegible]	[illegible]	[illegible]
OREGON	[illegible]	3.42	[illegible]	3.75	0.00	[illegible]	[illegible]	[illegible]
PENNSYLVANIA	[illegible]	17.49	19.71	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
PUERTO RICO	[illegible]	44.16	31.41	2.28	[illegible]	0.00	[illegible]	[illegible]
RHODE ISLAND	[illegible]	12.50	[illegible]	[illegible]	0.00	[illegible]	1.54	[illegible]
SOUTH CAROLINA	31.92	28.79	18.75	[illegible]	0.00	16.46	[illegible]	[illegible]
SOUTH DAKOTA	39.29	14.24	[illegible]	21.43	0.00	21.21	0.00	[illegible]
TENNESSEE	36.67	[illegible]	23.49	[illegible]	0.16	11.09	[illegible]	[illegible]
TEXAS	16.21	34.49	38.29	9.51	0.00	1.12	[illegible]	0.38
UTAH	[illegible]	9.75	32.25	[illegible]	[illegible]	0.00	[illegible]	[illegible]
VERMONT	[illegible]	[illegible]	[illegible]	[illegible]	10.81	0.00	[illegible]	[illegible]
VIRGINIA	[illegible]	17.14	19.85	0.00	0.00	[illegible]	[illegible]	[illegible]
WASHINGTON	[illegible]	[illegible]	11.80	2.07	1.24	[illegible]	[illegible]	[illegible]
WEST VIRGINIA	[illegible]	[illegible]	[illegible]	6.22	0.00	[illegible]	[illegible]	[illegible]
WISCONSIN	[illegible]	12.71	24.74	5.80	0.00	[illegible]	[illegible]	[illegible]
WYOMING	[illegible]	[illegible]	11.93	[illegible]	0.00	[illegible]	[illegible]	[illegible]
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	20.83	29.17	33.33	0.00	0.00	8.33	8.33	[illegible]
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	54.55	45.45	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	42.11	36.84	15.79	[illegible]	0.00	0.00	5.26	0.00
U.S. AND OUTLYING AREAS	[illegible]	19.75	23.00	4.99	2.51	12.81	1.16	0.47
50 STATES, D.C. & P.R.	[illegible]	19.71	23.00	5.00	2.51	12.85	1.17	0.47

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	85	52	52	2	0	0	0	6
ALASKA	15	1	3	1	0	0	0	0
ARIZONA	99	59	187	15	9	0	[illegible]	[illegible]
ARKANSAS	27	12	13	3	2	[illegible]	[illegible]	2
CALIFORNIA	1,289	945	2,991	345	18	[illegible]	1	87
COLORADO	1,000	245	92	28	1	0	7	33
CONNECTICUT	54	16	15	3	2	0	0	3
DELAWARE	28	101	19	24	1	5	0	10
DISTRICT OF COLUMBIA	8	0	0	28	0	0	0	0
FLORIDA	474	129	945	71	1	6	0	58
GEORGIA	98	91	104	[illegible]	0	0	0	4
HAWAII	29	11	20	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
IDAHO	15	14	4	[illegible]	0	0	[illegible]	0
ILLINOIS	104	217	196	58	7	9	[illegible]	55
INDIANA	291	32	72	6	2	1	[illegible]	6
IOWA	427	119	71	3	0	9	[illegible]	9
KANSAS	68	31	19	[illegible]	[illegible]	[illegible]	0	3
KENTUCKY	58	47	53	[illegible]	1	[illegible]	7	3
LOUISIANA	145	137	21	[illegible]	1	8	[illegible]	18
MAINE	19	65	3	[illegible]	2	[illegible]	[illegible]	[illegible]
MARYLAND	79	80	88	1	112	[illegible]	1	[illegible]
MASSACHUSETTS	271	11	74	[illegible]	41	[illegible]	[illegible]	24
MICHIGAN	2,029	1,088	891	84	[illegible]	1	1	24
MINNESOTA	664	145	110	9	1	[illegible]	[illegible]	[illegible]
MISSISSIPPI	30	236	289	12	2	[illegible]	4	85
MISSOURI	71	145	165	44	[illegible]	[illegible]	[illegible]	[illegible]
MONTANA	22	3	8	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEBRASKA	113	82	119	8	[illegible]	[illegible]	[illegible]	8
NEVADA	49	12	8	[illegible]	[illegible]	[illegible]	[illegible]	2
NEW HAMPSHIRE	23	25	2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEW JERSEY	106	72	49	20	11	[illegible]	[illegible]	[illegible]
NEW MEXICO	69	45	55	7	[illegible]	[illegible]	[illegible]	8
NEW YORK	509	202	159	[illegible]	100	8	1	14
NORTH CAROLINA	277	46	88	1	[illegible]	[illegible]	[illegible]	[illegible]
NORTH DAKOTA	27	7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OHIO	411	259	219	8	[illegible]	[illegible]	[illegible]	40
OKLAHOMA	83	60	129	1	[illegible]	[illegible]	[illegible]	[illegible]
OREGON	131	81	12	[illegible]	[illegible]	[illegible]	[illegible]	4
PENNSYLVANIA	90	71	256	[illegible]	17	[illegible]	9	[illegible]
PUERTO RICO	34	21	17	1	41	[illegible]	[illegible]	0
RHODE ISLAND	11	30	2	1	[illegible]	[illegible]	[illegible]	[illegible]
SOUTH CAROLINA	80	171	19	1	[illegible]	[illegible]	[illegible]	4
SOUTH DAKOTA	16	10	10	[illegible]	[illegible]	[illegible]	[illegible]	1
TENNESSEE	172	209	110	44	[illegible]	[illegible]	[illegible]	48
TEXAS	973	424	772	41	[illegible]	[illegible]	[illegible]	198
UTAH	28	20	29	[illegible]	[illegible]	4	[illegible]	0
VERMONT	26	2	2	[illegible]	[illegible]	[illegible]	[illegible]	1
VIRGINIA	103	85	81	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
WASHINGTON	169	94	75	2	[illegible]	[illegible]	[illegible]	1
WEST VIRGINIA	82	16	25	0	0	1	[illegible]	[illegible]
WISCONSIN	276	124	145	0	[illegible]	2	[illegible]	11
WYOMING	12	14	8	0	0	[illegible]	[illegible]	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	5	0	0	1	0	0	0	[illegible]
NORTHERN MARIANAS	2	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	1	0	0	0	0	0	1
U.S. AND OUTLYING AREAS	10,427	8,979	7,388	911	253	51	38	[illegible]
50 STATES, D.C. & P.R.	10,417	8,977	7,388	911	253	51	38	[illegible]

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE, FACIL=FACILITY, RESID=RESIDENTIAL, HOSP=HOSPITAL, ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	41.15	26.40	28.40	1.02	0.00	0.00	0.00	3.05
ALASKA	71.43	7.14	21.43	0.00	0.00	0.00	0.00	0.00
ARIZONA	28.53	17.00	48.13	2.88	2.59	0.00	0.00	0.96
ARKANSAS	36.00	41.33	17.33	0.00	2.67	0.00	0.00	2.67
CALIFORNIA	26.72	13.37	48.45	8.46	0.44	0.00	0.02	2.13
COLORADO	72.46	17.75	6.67	1.45	0.22	0.00	0.51	0.94
CONNECTICUT	63.53	18.82	11.76	3.53	2.35	0.00	0.00	0.00
DELAWARE	13.38	47.20	8.88	11.21	0.47	2.34	0.00	16.82
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	25.41	16.54	50.70	3.81	0.05	0.32	0.00	3.11
GEORGIA	33.22	30.45	35.25	0.00	0.00	0.00	0.00	0.64
HAWAII	47.46	18.64	33.90	0.00	.	.	.	
IDAHO	66.04	26.42	7.55	0.00	0.00	0.00	0.00	0.00
ILLINOIS	29.00	20.85	38.04	5.57	0.67	0.86	0.00	4.80
INDIANA	72.93	8.02	18.05	0.25	0.00	0.25	0.00	0.50
IOWA	62.05	20.66	13.47	0.47	0.00	1.52	0.00	1.71
KANSAS	62.41	21.99	13.48	0.00	0.00	0.00	0.00	2.13
KENTUCKY	46.49	23.24	28.65	0.00	0.00	0.00	0.00	1.62
LOUISIANA	24.91	25.35	45.33	0.00	0.18	1.65	0.00	3.27
MAINE	44.44	41.67	13.89	0.00	0.00	0.00	0.00	0.00
MARYLAND	38.35	17.98	33.01	4.85	5.34	0.00	0.49	0.00
MASSACHUSETTS	57.28	8.84	16.34	0.86	9.49		1.15	[illegible]
MICHIGAN	49.95	26.34	20.33	1.54		0.02	[illegible]	[illegible]
MINNESOTA	65.23	25.99	5.91	1.47	0.18	0.00	0.00	1.22
MISSISSIPPI	15.91	30.99	33.82	1.96	0.32	0.49	0.49	[illegible]
MISSOURI	23.99	47.32	22.97	4.35	0.00	0.00	0.00	[illegible]
MONTANA	48.00	24.00	24.00	0.00	0.00	0.00	4.00	0.00
NEBRASKA	63.18	17.58	10.44	2.20	0.00	0.00	0.00	4.40
NEVADA	[illegible]	36.36	11.23	1.14	0.00	0.00	0.00	2.27
NEW HAMPSHIRE	46.03	30.16	15.87	7.94	0.00	0.00	0.00	0.00
NEW JERSEY	42.13	25.71	19.52	7.97	3.67	0.00	0.00	1.00
NEW MEXICO	54.92	21.16	16.52	3.17	0.00	0.00	0.00	4.23
NEW YORK	56.44	11.42	17.81	5.81	6.16	0.67	0.14	1.55
NORTH CAROLINA	54.71	21.47	20.94	1.57	0.00	0.00	0.00	1.31
NORTH DAKOTA	60.00	17.78	15.56	0.00	2.22	0.00	4.44	0.00
OHIO	44.94	27.71	22.42	0.93	0.00	0.00	0.00	4.00
OKLAHOMA	54.45	21.13	18.31	0.70	0.00	0.00	0.00	5.41
OREGON	62.09	26.27	9.49	0.00	0.63	0.63	0.63	1.27
PENNSYLVANIA	15.78	14.00	50.49	10.45	7.30	0.00	1.78	0.20
PUERTO RICO	19.69	46.11	7.77	0.52	21.24	0.00	0.00	4.66
RHODE ISLAND	29.55	27.27	34.09	2.27	6.82	0.00	0.00	0.00
SOUTH CAROLINA	16.13	35.81	41.94	3.55	0.00	0.00	0.00	2.58
SOUTH DAKOTA	54.00	20.00	22.00	0.00	0.00	0.00	2.00	2.00
TENNESSEE	28.51	23.54	28.09	9.50	0.00	0.00	0.00	10.37
TEXAS	15.95	37.28	35.31	1.96	0.00	0.00	0.00	9.50
UTAH	25.35	22.54	39.44	0.00		0.00		12.68
VERMONT	85.81	6.45	6.45	0.00	0.00	0.00	0.00	1.29
VIRGINIA	51.75	17.78	27.30	0.95	0.00	0.00	0.00	2.22
WASHINGTON	49.56	27.57	21.99	0.59	0.00	0.00	0.00	0.29
WEST VIRGINIA	58.14	11.63	29.07	0.00	0.00	0.00	0.00	1.16
WISCONSIN	44.49	24.41	28.54	0.00	0.00	0.20	0.00	2.36
WYOMING	55.36	28.57	14.29	0.00	0.00	0.00	0.00	1.79
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	33.33	50.00	0.00	0.00	0.00	0.00	0.00	16.67
U.S. AND OUTLYING AREAS	39.39	22.59	30.19	3.52	0.98	0.19	0.14	3.01
50 STATES, D.C. & P.R.	39.38	22.59	30.20	3.52	0.98	0.19	0.14	3.01

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	175	349	76	10	0	0	4	24
ALASKA	90	64	43	1	0	0	1	0
ARIZONA	231	130	50	1	0	0	0	15
ARKANSAS	474	380	134	0	16	0	1	10
CALIFORNIA	3,014	1,048	810	29	131	0	6	163
COLORADO								
CONNECTICUT	1,257	151	193	7	52	2	21	11
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	7	0	51	4	0	0	0
FLORIDA	46	72	121	9	26	5	0	849
GEORGIA	584	1,010	573	1	0	1	0	14
HAWAII	3	4	3	0				1
IDAHO	106	94	33	7	0	0	0	8
ILLINOIS	470	199	328	27	12	2	1	600
INDIANA	169	131	177	2	[illegible]	0	2	31
IOWA	4	2	0	2	0	0	0	2
KANSAS	306	408	102	11	4	1	1	14
KENTUCKY	164	271	131	1	1	0	1	11
LOUISIANA	393	615	709	9	1	13	2	52
MAINE	269	197	53	1	8	0	2	2
MARYLAND	782	324	274	34	30	1	1	22
MASSACHUSETTS	153	57	64		29		14	176
MICHIGAN								
MINNESOTA	1,155	920	65	13	7	4	7	13
MISSISSIPPI								
MISSOURI	342	491	137	15	7	0	1	20
MONTANA	173	213	47			1	1	10
NEBRASKA	148	158	111	0	1	0	1	23
NEVADA	128	98	27	1	0	1	0	8
NEW HAMPSHIRE	447	229	159	16	27	5	29	2
NEW JERSEY	213	73	63	37	9	2	0	68
NEW MEXICO	146	135	135	0	0	1	0	11
NEW YORK	1,782	902	1,000	221	64	2	20	60
NORTH CAROLINA	1,851	961	449	17	1	2	10	59
NORTH DAKOTA	98	29	9	1	0	1	8	0
OHIO	794	107	34	15	0	0	0	965
OKLAHOMA	263	191	49	1	0	2	0	18
OREGON	333	257	112	26	25	5	2	20
PENNSYLVANIA	193	94	29	0	0	0	0	3
PUERTO RICO	64	171	13	0	4	2	0	55
RHODE ISLAND	238	104	75	1	7	0	2	86
SOUTH CAROLINA	122	416	84	0	0	1	0	14
SOUTH DAKOTA	63	31	[illegible]	1	0	0	0	0
TENNESSEE	1,595	1,195	441	19	15	3	1	649
TEXAS	1,926	5,585	2,221	94	0	1	0	1,473
UTAH	116	109	41	1		0		9
VERMONT	244	15	9	2	4	0	5	4
VIRGINIA	1,094	943	511	6	12	6	7	22
WASHINGTON	2,927	2,699	1,008	51	44	5	4	36
WEST VIRGINIA	184	196	37	0	0	0	0	1
WISCONSIN	412	586	134	4	0	1	0	16
WYOMING	149	154	19	2	0	8	2	11
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	6	4	5	0	1	0	0	0
NORTHERN MARIANAS	1	1	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	9	0	6	0	0	0	0	6
BUR. OF INDIAN AFFAIRS	18	13	0	0	0	0	0	1
U.S. AND OUTLYING AREAS	29,642	22,997	10,967	709	538	80	150	5,867
50 STATES, D.C. & P.R.	29,612	22,968	10,951	709	537	80	150	5,860

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

OTHER HEALTH IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	44.75	41.65	9.07	1.19	0.00	0.00	0.48	2.86
ALASKA	45.23	32.16	21.61	0.50	0.00	0.00	0.50	0.00
ARIZONA	40.06	39.76	15.29	0.31	0.00	0.00	0.00	4.59
ARKANSAS	38.38	46.96	10.85	0.00	1.30	0.00	0.08	2.43
CALIFORNIA	57.44	20.68	15.61	0.55	2.50	0.00	0.11	3.11
COLORADO								
CONNECTICUT	65.68	18.94	10.25	0.38	2.81	0.11	1.24	0.59
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	7.89	0.00	0.00	81.58	10.53	0.00	0.00	0.00
FLORIDA	8.15	6.11	10.27	0.76	2.21	0.42	0.00	72.07
GEORGIA	26.89	46.18	26.20	0.05	0.00	0.05	0.00	0.64
HAWAII	27.27	36.36	27.27	0.00				9.09
IDAHO	60.90	25.00	9.94	1.60	0.00	0.00	0.00	2.56
ILLINOIS	20.30	30.41	16.65	1.42	0.61	0.10	0.05	30.46
INDIANA	53.40	19.54	24.60	0.29	0.00	0.00	0.29	1.88
IOWA	57.14	14.29	0.00	14.29	0.00	0.00	0.00	14.29
KANSAS	56.62	32.72	8.18	0.88	0.16	0.24	0.08	1.12
KENTUCKY	46.49	34.87	16.86	0.13	0.13	0.00	0.13	1.40
LOUISIANA	37.97	27.62	30.84	0.39	0.26	0.57	0.09	2.26
MAINE	52.01	35.95	10.77	0.18	0.36	0.00	0.36	0.36
MARYLAND	53.45	22.15	18.73	1.64	2.46	0.07	0.07	1.44
MASSACHUSETTS	22.11	8.24	7.80	1.30	4.19		2.02	54.34
MICHIGAN								
MINNESOTA	67.67	26.03	4.25	0.95	0.10	0.20	0.15	0.65
MISSISSIPPI								
MISSOURI	19.27	67.75	10.11	0.80	0.40	0.00	0.08	1.59
MONTANA	46.63	37.47	12.67	0.00	0.00	0.27	0.27	2.70
NEBRASKA	54.04	24.22	17.08	0.78	0.16	0.00	0.16	3.57
NEVADA	48.65	37.84	10.42	0.39	0.00	0.39	0.00	2.32
NEW HAMPSHIRE	58.03	20.58	14.26	1.44	2.44	0.45	2.62	0.18
NEW JERSEY	51.45	17.63	7.97	4.11	1.93	0.48	0.00	16.43
NEW MEXICO	33.95	31.40	31.40	0.00	0.00	0.23	0.00	3.02
NEW YORK	58.64	16.64	18.09	4.00	1.16	0.04	0.36	1.09
NORTH CAROLINA	55.34	28.73	13.39	0.39	0.03	0.06	0.30	1.76
NORTH DAKOTA	73.28	19.08	3.82	0.76	0.00	0.76	2.29	0.00
OHIO	39.40	5.74	2.09	0.97	0.00	0.00	0.00	51.80
OKLAHOMA	54.45	31.47	10.14	0.21	0.00	0.41	0.00	3.31
OREGON	63.27	21.12	9.20	2.14	2.05	0.41	0.16	1.64
PENNSYLVANIA	54.05	33.98	10.81	0.00	0.00	0.00	0.00	1.16
PUERTO RICO	20.25	54.43	6.01	0.00	1.27	0.63	0.00	17.41
RHODE ISLAND	45.95	20.85	14.48	0.19	1.54	0.00	0.39	16.60
SOUTH CAROLINA	18.78	65.10	13.77	0.00	0.00	0.16	0.00	2.19
SOUTH DAKOTA	64.49	28.97	5.61	0.93	0.00	0.00	0.00	0.00
TENNESSEE	40.70	30.49	11.30	0.46	0.38	0.08	0.03	16.56
TEXAS	17.07	49.33	19.70	0.83	0.00	0.01	0.00	13.06
UTAH	39.31	31.50	26.30	0.29		0.00		2.60
VERMONT	86.41	5.23	3.14	0.70	1.39	0.00	1.74	1.39
VIRGINIA	41.87	36.35	19.74	0.23	0.46	0.23	0.27	0.85
WASHINGTON	43.21	39.84	14.88	0.75	0.65	0.07	0.06	0.53
WEST VIRGINIA	44.02	46.89	8.85	0.00	0.00	0.00	0.00	0.24
WISCONSIN	44.16	39.23	14.36	0.43	0.00	0.11	0.00	1.71
WYOMING	47.45	33.12	12.10	0.64	0.00	2.55	0.64	3.50
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	37.50	25.00	31.25	0.00	6.25	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	29.41	0.00	35.29	0.00	0.00	0.00	0.00	35.29
BUR. OF INDIAN AFFAIRS	58.06	38.71	0.00	0.00	0.00	0.00	0.00	3.23
U.S. AND OUTLYING AREAS	41.78	32.41	15.46	1.00	0.76	0.11	0.21	8.27
50 STATES, D.C. & P.R.	41.78	32.42	15.45	1.00	0.76	0.11	0.21	8.27

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

VISUAL IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	91	34	15	17	0	43	0	0
ALASKA	12	6	3	0	1	0	0	0
ARIZONA	108	45	18	0	3	69	0	3
ARKANSAS	26	19	8	10	0	0	31	0
CALIFORNIA	650	283	563	27	12	65	2	15
COLORADO	119	12	5	9	0	13	0	0
CONNECTICUT	99	22	44	10	11	4	1	0
DELAWARE	27	10	0	0	0	1	0	0
DISTRICT OF COLUMBIA	0	12	0	0	0	0	0	0
FLORIDA	227	60	73	13	1	93	0	1
GEORGIA	106	55	21	2	0	52	0	0
HAWAII	26	6	3	0	[illegible]	[illegible]	[illegible]	[illegible]
IDAHO	22	2	5	0	0	5	0	0
ILLINOIS	227	157	69	5	2	48	0	0
INDIANA	236	12	27	47	0	47	0	0
IOWA	45	11	10	0	0	14	0	0
KANSAS	82	11	3	22	0	0	0	0
KENTUCKY	110	22	17	1	2	38	0	[illegible]
LOUISIANA	95	40	67	0	0	19	0	0
MAINE	37	7	2	0	0	0	0	0
MARYLAND	106	39	34	6	3	0	65	0
MASSACHUSETTS	170	50	40	3	17	[illegible]	15	2
MICHIGAN	252	62	44	4	[illegible]	6	0	[illegible]
MINNESOTA	136	19	8	0	1	32	0	[illegible]
MISSISSIPPI	14	25	51	5	1	54	0	1
MISSOURI	50	55	10	10	2	15	0	1
MONTANA	17	16	8	0	0	11	0	[illegible]
NEBRASKA	80	16	5	0	0	4	1	1
NEVADA	31	11	5	1	0	0	0	0
NEW HAMPSHIRE	30	[illegible]	2	43	1	0	2	0
NEW JERSEY	117	22	6	1	10	0	0	1
NEW MEXICO	30	18	12	2	0	15	0	0
NEW YORK	435	64	372	65	71	1	1	5
NORTH CAROLINA	165	48	24	0	0	43	0	1
NORTH DAKOTA	20	2	3	0	0	0	0	0
OHIO	312	87	29	3	0	52	0	0
OKLAHOMA	87	28	22	9	0	13	0	0
OREGON	61	10	8	0	4	79	0	8
PENNSYLVANIA	388	39	34	5	63	0	15	1
PUERTO RICO	30	163	11	25	0	0	[illegible]	1
RHODE ISLAND	10	6	5	0	1	0	1	1
SOUTH CAROLINA	109	41	18	5	0	20	0	2
SOUTH DAKOTA	18	9	0	0	0	4	0	0
TENNESSEE	235	73	38	43	0	0	0	0
TEXAS	238	495	259	11	1	43	[illegible]	11
UTAH	111	18	29	0	[illegible]	19	[illegible]	0
VERMONT	19	1	1	0	0	0	0	0
VIRGINIA	135	38	15	0	0	18	0	0
WASHINGTON	90	41	9	2	0	35	0	0
WEST VIRGINIA	45	14	0	6	0	28	0	1
WISCONSIN	103	25	17	9	1	14	0	0
WYOMING	18	7	4	0	0	1	0	1
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	5	0	2	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	2	2	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	5,974	2,381	1,831	429	213	1,056	157	71
50 STATES, D.C. & P.R.	5,964	2,381	1,827	429	213	1,056	157	71

Please see data notes for an explanation of individual State differences
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

VISUAL IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	45.50	17.00	7.50	8.50	0.00	21.50	0.00	0.00
ALASKA	54.55	27.27	13.64	0.00	4.55	0.00	0.00	0.00
ARIZONA	43.90	18.29	7.32	0.00	1.22	28.05	0.00	1.22
ARKANSAS	27.96	19.35	8.60	10.75	0.00	0.00	33.33	0.00
CALIFORNIA	40.10	17.71	34.73	1.67	0.74	4.01	0.12	0.93
COLORADO	75.32	7.59	3.16	5.70	0.00	8.23	0.00	0.00
CONNECTICUT	51.83	11.52	23.04	5.24	5.76	2.09	0.52	0.00
DELAWARE	71.05	26.32	0.00	0.00	0.00	2.63	0.00	0.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	48.50	12.82	15.60	2.78	0.21	19.87	0.00	0.21
GEORGIA	44.92	23.31	8.90	0.85	0.00	22.03	0.00	0.00
HAWAII	74.29	17.14	8.57	0.00				
IDAHO	64.71	5.88	14.71	0.00	0.00	14.71	0.00	0.00
ILLINOIS	44.69	30.91	13.58	0.98	0.39	9.45	0.00	0.00
INDIANA	63.96	3.25	7.32	12.74	0.00	12.74	0.00	0.00
IOWA	56.25	13.75	12.50	0.00	0.00	17.50	0.00	0.00
KANSAS	69.49	9.32	2.54	18.64	0.00	0.00	0.00	0.00
KENTUCKY	61.03	10.33	7.98	0.47	0.94	17.84	0.00	1.41
LOUISIANA	42.99	18.10	30.32	0.00	0.00	8.59	0.00	0.00
MAINE	80.43	15.22	4.35	0.00	0.00	0.00	0.00	0.00
MARYLAND	41.73	15.35	13.39	2.36	1.18	0.00	25.98	0.00
MASSACHUSETTS	57.24	16.84	13.47	1.01	5.72		5.05	0.67
MICHIGAN	67.92	16.71	11.86	1.08		1.62	0.00	0.81
MINNESOTA	67.33	9.41	3.96	3.47	0.00	15.84	0.00	0.00
MISSISSIPPI	16.67	21.93	27.19	2.63	0.88	29.82	0.00	0.88
MISSOURI	30.86	46.30	6.17	6.17	0.62	9.26	0.00	0.62
MONTANA	32.69	30.77	15.38	0.00	0.00	21.15	0.00	0.00
NEBRASKA	74.77	14.95	4.67	0.00	0.00	3.74	0.93	0.93
NEVADA	64.58	22.92	10.42	2.08	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	17.24	0.00	3.45	74.14	1.72	0.00	3.45	0.00
NEW JERSEY	74.52	14.01	3.82	0.64	6.37	0.00	0.00	0.64
NEW MEXICO	38.46	23.08	15.38	3.85	0.00	19.23	0.00	0.00
NEW YORK	49.54	8.45	22.72	8.59	9.51	0.13	0.40	0.66
NORTH CAROLINA	58.72	17.08	8.54	0.00	0.00	15.30	0.00	0.36
NORTH DAKOTA	80.00	8.00	12.00	0.00	0.00	0.00	0.00	0.00
OHIO	64.45	18.09	6.03	0.62	0.00	10.81	0.00	0.00
OKLAHOMA	45.58	17.69	8.16	6.12	0.00	22.45	0.00	0.00
OREGON	36.09	5.92	4.73	0.00	2.37	46.15	0.00	4.73
PENNSYLVANIA	67.71	6.81	5.93	0.87	12.04	0.00	6.11	0.52
PUERTO RICO	12.66	68.78	4.64	10.55	0.00	2.95	0.00	0.42
RHODE ISLAND	40.00	24.00	24.00	0.00	4.00	0.00	4.00	4.00
SOUTH CAROLINA	54.50	21.69	9.52	2.65	0.00	10.58	0.00	1.06
SOUTH DAKOTA	72.00	12.00	0.00	0.00	0.00	16.00	0.00	0.00
TENNESSEE	59.64	18.53	9.64	10.91	0.00	0.00	0.00	1.27
TEXAS	22.04	45.83	22.13	1.20	0.09	7.69	0.00	1.02
UTAH	63.43	9.14	16.57	0.00		10.86		0.00
VERMONT	90.48	4.76	4.76	0.00	0.00	0.00	0.00	0.00
VIRGINIA	71.14	15.45	6.10	0.00	0.00	7.32	0.00	0.00
WASHINGTON	50.85	23.16	5.08	1.13	0.00	19.77	0.00	0.00
WEST VIRGINIA	52.33	16.28	0.00	6.98	0.00	23.26	0.00	1.16
WISCONSIN	60.95	14.79	10.06	5.33	0.59	8.28	0.00	0.00
WYOMING	56.25	21.88	12.50	0.00	0.00	3.13	0.00	6.25
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	71.43	0.00	28.57	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	49.31	19.67	15.11	3.54	1.76	8.72	1.30	0.59
50 STATES, D.C. & P.R.	49.30	19.68	15.10	3.55	1.76	8.71	1.30	0.59

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

AUTISM

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	5	13	32	13	8	0	15	0
ALASKA	4	4	11	8	0	0	0	0
ARIZONA	22	6	40	9	25	0	0	0
ARKANSAS	5	14	34	0	2	0	0	3
CALIFORNIA	79	90	564	79	140	0	7	42
COLORADO	12	5	19	0	0	0	7	8
CONNECTICUT	22	21	38	24	21	3	6	0
DELAWARE	0	29	5	18	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	12	0	0	0
FLORIDA	22	10	331	125	4	0	0	3
GEORGIA	13	12	121	5	0	0	1	0
HAWAII	2	3	16	0			1	
IDAHO	13	10	29	0	0	1	0	0
ILLINOIS	36	23	195	45	115	0	11	0
INDIANA	103	30	232	10	0	2	7	1
IOWA	48	33	66	8	0	1	0	0
KANSAS	18	17	43	8	0	0	1	0
KENTUCKY	13	10	42	0	0	0	0	0
LOUISIANA	3	4	205	7	0	10	1	1
MAINE	7	8	21	0	1	0	6	1
MARYLAND	20	20	93	45	21	0	17	1
MASSACHUSETTS	12	3	157	24	86		69	1
MICHIGAN	115	82	275	187		1	0	1
MINNESOTA	51	78	118	11	0	0	0	1
MISSISSIPPI	3	6	50	6	0	4	1	1
MISSOURI	25	49	104	27	6	0	0	2
MONTANA	6	5	11	1	0	1	0	1
NEBRASKA	6	11	29	4	0	0	1	0
NEVADA	1	7	23	3	0	0	0	0
NEW HAMPSHIRE	4	6	6	2	1	0	3	0
NEW JERSEY	1	4	25	75	148	13	9	4
NEW MEXICO	7		27	0	0	1	0	0
NEW YORK	71	29	124	474	72	5	61	6
NORTH CAROLINA	42	32	330	50	0	0	0	5
NORTH DAKOTA	5	4	5	0	1	0	3	0
OHIO	30	20	19	2	0	0	0	0
OKLAHOMA	6	19	54	1	0	0	0	1
OREGON	157	119	124	0	0	8	0	16
PENNSYLVANIA	21	37	226	52	26	1	8	1
PUERTO RICO	2	9	92	21	2	0	0	6
RHODE ISLAND	1	2	7	0	5	0	2	1
SOUTH CAROLINA	2	10	72	1	0	0	0	2
SOUTH DAKOTA	7	3	10	1	0	2	6	0
TENNESSEE	8	16	130	10	1	2	0	1
TEXAS	14	168	447	56	3	4	4	17
UTAH	3	5	48	10		0		0
VERMONT	20	3	1	0	0	0	1	1
VIRGINIA	17	25	224	14	8	2	12	0
WASHINGTON	16	29	59	4	0	1	0	0
WEST VIRGINIA	8	16	30	0	0	0	1	0
WISCONSIN	33	35	113	3	0	1	0	2
WYOMING	2	7	9	0	0	0	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	1	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	1	0	1	0
BUR. OF INDIAN AFFAIRS	0	2	0	1	0	0	0	0
U.S. AND OUTLYING AREAS	1,157	1,202	5,242	1,447	723	63	273	89
50 STATES, D.C. & P.R.	1,156	1,199	5,241	1,446	722	63	272	89

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

AUTISM

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5.81	15.12	37.21	15.12	9.30	0.00	17.44	0.00
ALASKA	21.05	21.05	57.89	0.00	0.00	0.00	0.00	0.00
ARIZONA	14.18	4.96	49.59	6.61	24.66	0.00	0.00	0.00
ARKANSAS	8.62	24.14	58.62	0.00	3.45	0.00	0.00	5.17
CALIFORNIA	8.76	9.31	58.32	4.17	14.48	0.00	0.72	4.24
COLORADO	30.56	13.89	52.78	0.00	0.00	0.00	0.00	2.78
CONNECTICUT	17.78	15.56	24.44	17.78	15.56	2.22	4.44	2.22
DELAWARE	0.00	55.77	9.62	34.62	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	4.44	2.02	66.87	25.25	0.41	0.00	0.00	1.01
GEORGIA	8.44	7.79	74.87	3.25	0.00	2.08	0.65	2.60
HAWAII	9.09	13.64	72.73	0.00			4.55	
IDAHO	20.00	20.00	58.00	0.00	0.00	2.00	0.00	0.00
ILLINOIS	4.41	5.39	45.67	10.34	28.93	0.00	4.04	0.00
INDIANA	24.75	7.79	60.28	2.47	0.00	0.52	3.92	0.26
IOWA	31.17	21.43	42.86	3.90	0.00	0.65	0.00	0.00
KANSAS	21.43	20.24	47.62	9.52	0.00	0.00	1.19	0.00
KENTUCKY	20.00	15.38	64.62	0.00	0.00	0.00	0.00	0.00
LOUISIANA	1.10	1.73	88.74	1.01	0.00	4.33	2.43	0.43
MAINE	17.07	19.51	51.22	0.00	2.44	0.00	7.32	2.44
MARYLAND	9.22	9.22	42.86	20.74	9.68	0.07	7.41	0.46
MASSACHUSETTS	3.88	7.41	32.52	9.54	26.12		27.13	0.91
MICHIGAN	17.37	12.39	41.54	28.25		0.15	0.00	0.31
MINNESOTA	19.64	17.12	45.56	4.25	8.00	0.20	0.00	5.39
MISSISSIPPI	4.23	8.45	70.42	8.45	0.00	5.63	1.41	1.41
MISSOURI	11.52	22.58	49.77	12.44	2.76	0.00	0.00	0.92
MONTANA	24.00	20.00	44.00	4.00	0.00	4.00	0.00	4.00
NEBRASKA	11.76	21.57	56.86	3.92	0.00	3.92	1.96	0.00
NEVADA	4.17	29.17	54.17	12.50	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	18.18	27.27	27.27	9.09	13.64	0.00	4.55	0.00
NEW JERSEY	3.36	1.41	8.96	26.59	51.05	4.66	3.23	1.41
NEW MEXICO	20.00		77.14	0.00	0.00	2.86	0.00	0.00
NEW YORK	8.45	1.44	14.71	56.29	4.55	5.59	7.24	0.71
NORTH CAROLINA	9.17	6.77	72.05	10.92	0.00	0.00	0.00	1.09
NORTH DAKOTA	27.78	22.22	27.78	0.00	5.56	0.00	16.67	0.00
OHIO	42.25	28.17	26.76	2.82	0.00	0.00	0.00	0.00
OKLAHOMA	7.41	23.46	66.67	1.23	0.00	0.00	0.00	1.23
OREGON	47.31	24.07	23.25	0.00	0.00	1.44	0.00	3.77
PENNSYLVANIA	5.63	9.42	60.34	13.94	6.97	0.27	2.41	0.27
PUERTO RICO	1.90	7.21	71.47	9.91	1.80	0.00	0.00	8.41
RHODE ISLAND	5.56	11.11	38.89	0.00	27.78	0.00	11.11	5.56
SOUTH CAROLINA	2.30	11.49	82.76	1.15	0.00	0.00	0.00	2.30
SOUTH DAKOTA	24.14	10.34	34.48	3.45	0.00	6.90	20.69	0.00
TENNESSEE	4.71	9.41	76.47	5.88	1.76	1.18	0.00	0.59
TEXAS	3.67	18.14	69.87	6.05	0.32	0.43	0.43	1.08
UTAH	4.55	7.58	72.73	15.15		0.00		0.00
VERMONT	71.43	10.71	10.71	0.00	0.00	0.00	3.57	3.57
VIRGINIA	5.28	7.76	69.57	10.56	2.48	0.62	3.73	0.00
WASHINGTON	14.69	26.61	54.13	3.67	0.00	0.92	0.00	0.00
WEST VIRGINIA	14.55	29.09	54.55	0.00	0.00	0.00	1.82	0.00
WISCONSIN	17.65	18.72	60.43	1.60	0.00	0.53	0.00	1.07
WYOMING	10.53	36.84	47.37	0.00	0.00	0.00	0.00	5.26
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	50.00	0.00	50.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	66.67	0.00	33.33	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	11.35	11.79	51.41	14.19	7.09	0.62	2.68	0.97
50 STATES, D.C. & P.R.	11.35	11.77	51.44	14.19	7.09	0.62	2.67	0.97

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	1	0	0	1	0	0
ALASKA	0	0	5	0	0	0	0	0
ARIZONA	4	1	13	15	2	0	0	0
ARKANSAS	0	3	1	2	0	0	2	0
CALIFORNIA	11	9	30	1	3	0	0	0
COLORADO	10	1	7	7	0	3	0	0
CONNECTICUT	7	4	4	1	8	0	0	0
DELAWARE	1	2	6	5	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0
FLORIDA	0	1	9	2	1	0	0	0
GEORGIA	0	0	1	0	0	2	0	0
HAWAII	0	0	0	0		1		
IDAHO	1	2	0	0	1	1	0	0
ILLINOIS	6	1	9	0	0	5	0	0
INDIANA	0	1	12	3	0	2	2	1
IOWA	0	0	0	0	0	0	0	0
KANSAS	3	0	1	0	0	0	0	0
KENTUCKY	1	2	2	0	0	0	0	0
LOUISIANA	0	1	3	0	0	2	0	0
MAINE	1	4	0	0	1	0	1	1
MARYLAND	0	0	3	2	0	0	4	0
MASSACHUSETTS	0	0	6	2	[illegible]		4	0
MICHIGAN								
MINNESOTA	3	1	0	1	0	2	0	0
MISSISSIPPI	20	20	55	0	0	4	0	0
MISSOURI	0	42	21	10	8	11	0	0
MONTANA	6	2	5	0	0	1	0	0
NEBRASKA	0	0	1	0	0	0	0	0
NEVADA	1	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	1	0	0	1	0
NEW JERSEY	1	0	0	4	1	5	0	0
NEW MEXICO	1		2	1	0	1	0	0
NEW YORK	1	0	0	4	0	2	0	0
NORTH CAROLINA	1	0	1	0	4	7	0	0
NORTH DAKOTA	2	0	0	3	0	19	0	0
OHIO	2	1	0	3	0	0	0	0
OKLAHOMA	1	1	5	4	0	2	0	2
OREGON	0	0	4	0	0	0	0	0
PENNSYLVANIA	0	2	1	0	0	0	0	0
PUERTO RICO	0	0	1	7	0	0	0	0
RHODE ISLAND	0	1	0	0	0	0	0	0
SOUTH CAROLINA	0	0	2	3	0	3	0	0
SOUTH DAKOTA	1	0	0	0	0	0	0	0
TENNESSEE	0	0	2	2	0	0	0	0
TEXAS	2	6	26	5	0	4	0	1
UTAH	0	1	7	3		0		0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	3	2	9	1	0	0	0	0
WEST VIRGINIA	0	0	1	1	0	10	0	0
WISCONSIN	0	0	3	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	2	0	2	0
BUR. OF INDIAN AFFAIRS	0	0	3	0	0	0	1	0
U.S. AND OUTLYING AREAS	90	111	267	98	18	88	19	5
50 STATES, D.C. & P.R.	90	111	261	98	16	88	16	5

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	11.43	2.86	37.14	42.86	5.71	0.00	0.00	0.00
ARKANSAS	0.00	37.50	12.50	25.00	0.00	0.00	25.00	0.00
CALIFORNIA	20.37	16.67	55.56	1.85	5.56	0.00	0.00	0.00
COLORADO	35.71	3.57	25.00	25.00	0.00	10.71	0.00	0.00
CONNECTICUT	29.17	16.67	16.67	4.17	33.33	0.00	0.00	0.00
DELAWARE	7.14	14.29	42.86	35.71	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	7.69	69.23	15.38	7.69	0.00	0.00	0.00
GEORGIA	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
HAWAII	0.00	0.00	0.00	0.00		100.00		
IDAHO	20.00	40.00	0.00	0.00	20.00	20.00	0.00	0.00
ILLINOIS	28.57	4.76	42.86	0.00	0.00	23.81	0.00	0.00
INDIANA	0.00	4.76	57.14	14.29	0.00	9.52	9.52	4.76
IOWA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
KANSAS	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	20.00	40.00	40.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	16.67	50.00	0.00	0.00	33.33	0.00	0.00
MAINE	12.50	50.00	0.00	0.00	12.50	0.00	12.50	12.50
MARYLAND	0.00	0.00	42.86	28.57	0.00	0.00	28.57	0.00
MASSACHUSETTS	0.00	0.00	23.08	7.69	38.46		30.77	0.00
MICHIGAN								
MINNESOTA	42.86	14.29	0.00	14.29	0.00	28.57	0.00	0.00
MISSISSIPPI	20.20	20.20	55.56	0.00	0.00	4.04	0.00	0.00
MISSOURI	0.00	47.19	23.60	11.24	5.62	12.36	0.00	0.00
MONTANA	40.00	13.33	40.00	0.00	0.00	6.67	0.00	0.00
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	50.00	0.00	0.00	50.00	0.00
NEW JERSEY	9.09	0.00	0.00	36.36	9.09	45.45	0.00	0.00
NEW MEXICO	20.00		40.00	20.00	0.00	20.00	0.00	0.00
NEW YORK	14.29	0.00	0.00	57.14	0.00	28.57	0.00	0.00
NORTH CAROLINA	7.69	0.00	7.69	0.00	30.77	53.85	0.00	0.00
NORTH DAKOTA	8.33	0.00	0.00	12.50	0.00	79.17	0.00	0.00
OHIO	33.33	16.67	0.00	50.00	0.00	0.00	0.00	0.00
OKLAHOMA	6.67	6.67	33.33	26.67	0.00	13.33	0.00	13.33
OREGON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	66.67	33.33	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	12.50	87.50	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	25.00	37.50	0.00	37.50	0.00	0.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
TEXAS	4.55	13.64	59.09	11.36	0.00	9.09	0.00	2.27
UTAH	0.00	9.09	63.64	27.27		0.00		0.00
VERMONT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	20.00	13.33	60.00	6.67	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	8.33	8.33	0.00	83.33	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	50.00	0.00	50.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	75.00	0.00	0.00	0.00	25.00	0.00
U.S. AND OUTLYING AREAS	12.57	15.50	37.29	13.69	5.31	12.29	2.65	0.70
50 STATES, D.C. & P.R.	12.77	15.74	37.02	13.90	5.11	12.48	2.27	0.71

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

TRAUMATIC BRAIN INJURY

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	28	41	20	1	0	1	0	4
ALASKA	11	9	8	0	0	0	[illegible]	0
ARIZONA	27	6	4	0	0	[illegible]	0	1
ARKANSAS	12	19	17	0	3	[illegible]	19	2
CALIFORNIA	100	118	159	6	15	[illegible]	2	11
COLORADO	59	25	15	2	0	[illegible]	0	5
CONNECTICUT	11	7	3	1	1	[illegible]	0	2
DELAWARE	0	0	[illegible]	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	0	0	0	0
FLORIDA	15	32	18	0	0	0	0	0
GEORGIA	14	69	40	2	0	[illegible]	0	6
HAWAII	4	5	1	0	[illegible]	[illegible]	[illegible]	1
IDAHO	43	25	18	0	0	1	0	1
ILLINOIS	42	75	69	14	7	1	0	1
INDIANA	77	27	51	3	[illegible]	[illegible]	8	6
IOWA	[illegible]	32	25	4	[illegible]	1	2	1
KANSAS	40	26	28	1	[illegible]	[illegible]	0	1
KENTUCKY	22	26	23	[illegible]	[illegible]	[illegible]	[illegible]	1
LOUISIANA	23	54	50	0	[illegible]	[illegible]	[illegible]	4
MAINE	15	18	18	0	[illegible]	[illegible]	[illegible]	0
MARYLAND	45	20	38	8	17	[illegible]	2	2
MASSACHUSETTS	21	14	38	15	31	[illegible]	18	11
MICHIGAN								
MINNESOTA	45	14	18	4	0	[illegible]	1	4
MISSISSIPPI	1	9	19	5	0	[illegible]	[illegible]	4
MISSOURI	23	49	36	5	0	[illegible]	[illegible]	4
MONTANA	18	10	0	0	[illegible]	[illegible]	[illegible]	0
NEBRASKA	19	16	10	2	1	[illegible]	[illegible]	1
NEVADA	10	8	2	0	[illegible]	1	0	1
NEW HAMPSHIRE	4	7	5	0	1	[illegible]	1	[illegible]
NEW JERSEY	6	9	0	0	9	[illegible]	[illegible]	[illegible]
NEW MEXICO	28	18	29	2	0	1	0	1
NEW YORK	150	74	100	40	8	1	3	9
NORTH CAROLINA	48	41	41	1	0	[illegible]	[illegible]	[illegible]
NORTH DAKOTA	11	2	1	0	0	0	0	[illegible]
OHIO	65	20	8	1	0	0	0	[illegible]
OKLAHOMA	25	29	18	2	0	1	0	1
OREGON	47	36	20	2	2	0	1	5
PENNSYLVANIA	54	112	151	1	124	1	22	4
PUERTO RICO	0	2	1	0	2	0	1	0
RHODE ISLAND	10	4	3	0	2	0	0	1
SOUTH CAROLINA	5	13	7	0	0	1	0	0
SOUTH DAKOTA	11	10	2	0	0	0	0	1
TENNESSEE	28	32	45	2	0	1	0	6
TEXAS	41	118	87	1	[illegible]	0	0	13
UTAH	54	38	61	5	[illegible]	[illegible]	[illegible]	1
VERMONT	12	2	1	0	[illegible]	[illegible]	[illegible]	2
VIRGINIA	27	18	30	0	2	[illegible]	[illegible]	4
WASHINGTON	37	31	25	1	1	[illegible]	2	1
WEST VIRGINIA	34	15	7	0	0	[illegible]	0	1
WISCONSIN	32	45	34	1	0	[illegible]	0	0
WYOMING	16	11	10	1	0	[illegible]	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,525	1,427	1,468	142	408	[illegible]	87	150
50 STATES, D.C. & P.R.	1,521	1,427	1,466	142	408	[illegible]	[illegible]	150

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	28.87	44.33	20.62	1.03	0.00	1.03	0.00	4.12
ALASKA	39.29	32.14	28.57	0.00	0.00	0.00	0.00	0.00
ARIZONA	60.71	21.43	14.29	0.00	0.00	0.00	0.00	3.57
ARKANSAS	18.75	28.13	20.31	0.00	1.56	0.00	28.13	3.13
CALIFORNIA	24.33	28.71	38.69	1.46	3.65	0.00	0.49	2.68
COLORADO	59.00	20.00	15.00	1.00	0.00	0.00	0.00	5.00
CONNECTICUT	42.31	26.92	11.54	11.54	3.85	0.00	3.85	0.00
DELAWARE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	18.52	27.16	46.91	0.00	0.00	0.00	0.00	7.41
GEORGIA	24.49	39.80	30.61	2.04	0.00	0.00	0.00	3.06
HAWAII	30.77	38.46	23.08	0.00				7.69
IDAHO	50.00	29.07	18.60	0.00	0.00	0.00	0.00	2.33
ILLINOIS	17.54	32.89	39.04	6.14	3.07	0.44	0.00	0.88
INDIANA	46.67	16.36	30.91	0.00	0.00	0.00	3.03	3.03
IOWA	32.26	34.41	26.88	3.23	0.00	0.00	2.15	1.08
KANSAS	41.24	26.80	28.87	1.03	0.00	0.00	0.00	2.06
KENTUCKY	27.78	36.11	34.72	0.00	0.00	0.00	0.00	1.39
LOUISIANA	21.10	31.19	45.87	0.00	0.00	0.00	0.00	1.83
MAINE	30.61	36.73	32.65	0.00	0.00	0.00	0.00	0.00
MARYLAND	36.29	16.13	30.65	6.45	8.06	0.00	1.61	0.81
MASSACHUSETTS	14.48	9.66	26.21	10.34	21.38		8.97	8.97
MICHIGAN								
MINNESOTA	42.99	31.78	16.82	3.74	0.00	0.00	0.93	3.74
MISSISSIPPI	7.50	22.50	47.50	12.50	0.00	0.00	0.00	10.00
MISSOURI	17.24	42.24	31.03	6.03	0.00	0.00	0.00	3.45
MONTANA	50.00	27.78	19.44	0.00	2.78	0.00	0.00	0.00
NEBRASKA	48.75	32.50	12.50	1.25	0.00	1.25	0.00	3.75
NEVADA	41.67	33.33	8.33	12.50	0.00	0.00	0.00	4.17
NEW HAMPSHIRE	39.13	30.43	21.74	0.00	4.35	0.00	4.35	0.00
NEW JERSEY	25.00	37.50	12.50	0.00	20.83	0.00	0.00	4.17
NEW MEXICO	34.57	22.22	34.57	2.47	0.00	1.23	0.00	4.94
NEW YORK	36.50	18.00	29.20	9.73	1.95	0.24	2.19	2.19
NORTH CAROLINA	34.78	29.71	29.71	2.17	0.00	0.00	0.00	3.62
NORTH DAKOTA	78.57	14.29	7.14	0.00	0.00	0.00	0.00	0.00
OHIO	66.33	20.41	5.10	1.02	0.00	0.00	0.00	7.14
OKLAHOMA	32.05	37.18	23.08	2.56	0.00	1.28	0.00	3.85
OREGON *	41.96	32.14	17.86	1.79	1.79	0.00	0.00	4.46
PENNSYLVANIA	8.04	16.67	22.47	0.45	48.07	0.15	3.57	0.60
PUERTO RICO	0.00	66.67	33.33	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	50.00	20.00	15.00	0.00	10.00	0.00	0.00	5.00
SOUTH CAROLINA	19.23	50.00	26.92	0.00	0.00	3.85	0.00	0.00
SOUTH DAKOTA	45.83	41.67	8.33	0.00	0.00	0.00	0.00	4.17
TENNESSEE	24.56	28.07	39.47	1.75	0.00	0.88	0.00	5.26
TEXAS	15.77	45.38	33.46	0.38	0.00	0.00	0.00	5.00
UTAH	33.96	23.90	38.36	3.14		0.00		0.63
VERMONT	70.59	11.76	5.88	0.00	0.00	0.00	0.00	11.76
VIRGINIA	26.47	37.25	29.41	0.00	0.98	0.00	1.96	3.92
WASHINGTON	38.14	31.96	25.77	1.03	0.00	0.00	0.00	3.09
WEST VIRGINIA	57.63	25.42	11.86	0.00	0.00	0.00	0.00	5.08
WISCONSIN	28.07	39.47	29.82	2.63	0.00	0.00	0.00	0.00
WYOMING	39.02	26.83	24.39	2.44	0.00	7.32	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	29.26	27.38	28.17	2.72	7.83	0.23	1.53	2.88
50 STATES, D.C. & P.R.	29.22	27.41	28.16	2.73	7.84	0.23	1.54	2.88

Please see data notes for an explanation of individual State differences.
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Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	1,224	2,547	993	164	10	98	17	44
ALASKA	288	217	214	14	0	0	1	2
ARIZONA	740	1,003	1,247	140	83	87	3	25
ARKANSAS	673	1,282	418	9	32	0	85	21
CALIFORNIA	6,191	5,776	7,740	1,017	941	171	82	419
COLORADO	1,420	605	716	201	6	103	32	37
CONNECTICUT	1,233	674	744	165	209	15	68	9
DELAWARE	154	368	60	39	2	9	0	8
DISTRICT OF COLUMBIA	89	196	129	104	106	0	3	0
FLORIDA	2,785	2,491	4,565	1,040	70	140	0	164
GEORGIA	847	1,450	1,930	82	1	129	7	11
HAWAII	233	308	352	2		1	1	3
IDAHO	352	199	188	13	7	9	1	6
ILLINOIS	1,422	3,236	3,141	1,249	653	213	114	94
INDIANA	2,566	1,177	1,708	328	2	52	38	44
IOWA	1,447	760	622	210	0	134	21	4
KANSAS	846	690	508	113	17	35	14	18
KENTUCKY	836	1,313	880	25	6	48	0	22
LOUISIANA	1,245	715	2,325	104	23	237	5	69
MAINE	650	551	255	22	17	4	18	7
MARYLAND	875	912	1,076	560	232	38	105	25
MASSACHUSETTS	3,643	1,048	1,584	362	772		344	158
MICHIGAN	3,131	2,233	2,474	1,490		37	5	41
MINNESOTA	1,349	867	881	981	14	48	12	12
MISSISSIPPI	409	1,160	927	42	0	79	3	52
MISSOURI	908	2,536	1,016	509	51	69	1	24
MONTANA	353	286	137	4	0	5	5	3
NEBRASKA	566	355	420	69	10	16	5	14
NEVADA	286	355	192	107	0	3	1	6
NEW HAMPSHIRE	701	291	160	27	54	3	28	22
NEW JERSEY	2,437	2,630	1,665	752	1,175	132	44	159
NEW MEXICO	504	549	826	25	2	13	0	50
NEW YORK	7,877	2,100	7,709	3,837	804	214	476	210
NORTH CAROLINA	1,307	1,465	1,336	275	32	91	46	44
NORTH DAKOTA	356	138	73	1	3	6	5	5
OHIO	5,461	3,239	1,307	1,396	0	428	0	291
OKLAHOMA	1,540	1,185	506	54	6	34	4	31
OREGON	1,135	569	439	64	37	86	1	22
PENNSYLVANIA	3,344	3,789	2,965	661	402	87	110	60
PUERTO RICO	174	836	1,155	538	131	15	13	286
RHODE ISLAND	454	242	367	22	84	91	65	22
SOUTH CAROLINA	495	1,267	1,105	112	1	81	4	66
SOUTH DAKOTA	234	163	87	12	36	31	63	4
TENNESSEE	1,826	2,092	1,734	203	115	29	1	228
TEXAS	2,229	5,835	10,339	871	4	209	5	310
UTAH	462	336	754	514		54		15
VERMONT	338	51	65	10	11	0	17	8
VIRGINIA	1,783	2,215	1,619	88	84	279	55	36
WASHINGTON	1,487	1,485	1,272	72	16	10	0	97
WEST VIRGINIA	653	1,056	486	19	0	22	2	17
WISCONSIN	1,288	2,012	1,558	152	4	66	2	23
WYOMING	225	254	126	6	0	23	9	4
AMERICAN SAMOA	2	1	9	0	0	0	0	0
GUAM	28	41	56	9	3	0	7	0
NORTHERN MARIANAS	18	4	4	0	0	0	0	0
PALAU	0	1	4	0	0	0	0	1
VIRGIN ISLANDS	0	16	57	0	4	0	5	1
BUR. OF INDIAN AFFAIRS	95	95	31	8	0	1	20	1
U.S. AND OUTLYING AREAS	73,214	69,259	75,258	18,890	6,276	3,785	1,973	3,317
50 STATES, D.C. & P.R.	73,071	69,099	75,097	18,873	6,269	3,784	1,941	3,314

Please see data notes for an explanation of individual State differences.
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Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	24.01	49.97	19.48	3.22	0.20	1.92	0.33	0.86
ALASKA	39.13	29.48	29.08	1.90	0.00	0.00	0.14	0.27
ARIZONA	22.24	30.14	37.47	4.21	2.49	2.61	0.09	0.75
ARKANSAS	26.69	50.83	16.57	0.36	1.27	0.00	3.37	0.91
CALIFORNIA	27.72	25.86	34.65	4.55	4.21	0.77	0.37	1.88
COLORADO	45.51	19.39	22.95	6.44	0.19	3.30	1.03	1.19
CONNECTICUT	39.56	21.62	23.87	5.29	6.72	0.48	2.18	0.29
DELAWARE	24.06	57.58	9.38	6.09	0.32	1.41	0.00	1.25
DISTRICT OF COLUMBIA	14.25	31.41	20.67	16.67	16.99	0.00	0.00	0.00
FLORIDA	24.74	22.13	40.56	9.24	0.62	1.24	0.00	1.46
GEORGIA	19.00	32.53	43.30	1.84	0.02	2.89	0.16	0.25
HAWAII	25.89	34.22	39.11	0.22		0.11	0.11	0.33
IDAHO	45.63	25.78	24.35	1.30	0.91	1.17	0.13	0.78
ILLINOIS	14.05	31.96	31.05	12.34	6.45	2.10	1.13	0.93
INDIANA	43.40	19.91	28.89	5.51	0.03	0.88	0.64	0.74
IOWA	44.97	24.24	19.33	6.53	0.00	4.16	0.65	0.12
KANSAS	37.75	30.79	22.67	5.04	0.76	1.56	0.62	0.40
KENTUCKY	26.71	41.85	28.13	0.80	0.19	1.53	0.00	0.70
LOUISIANA	26.36	15.14	49.23	2.20	0.49	5.02	0.11	1.46
MAINE	42.65	36.15	16.73	1.44	1.12	0.26	1.18	0.48
MARYLAND	22.89	23.86	28.15	14.65	6.57	0.99	2.75	0.65
MASSACHUSETTS	46.05	13.25	23.02	4.58	9.76		4.35	2.00
MICHIGAN	33.26	23.72	26.24	15.93		0.39	0.25	2.46
MINNESOTA	32.38	20.41	21.15	23.62	0.34	1.15	0.29	0.28
MISSISSIPPI	15.32	43.45	34.72	1.57	0.00	2.46	0.11	1.87
MISSOURI	17.76	49.59	19.87	9.95	1.00	1.35	0.02	0.47
MONTANA	44.51	36.07	17.28	0.50	0.00	0.63	0.63	0.38
NEBRASKA	38.90	24.40	28.45	4.74	0.69	1.10	0.34	0.98
NEVADA	30.11	37.37	20.21	11.26	0.00	0.32	0.11	0.63
NEW HAMPSHIRE	54.51	22.63	12.44	2.10	4.20	0.23	1.18	1.71
NEW JERSEY	27.10	29.24	18.51	8.36	13.06	1.47	0.49	1.77
NEW MEXICO	25.60	27.44	41.35	1.27	0.10	0.66	0.00	1.54
NEW YORK	33.91	9.04	37.19	16.52	3.46	0.92	2.05	0.90
NORTH CAROLINA	28.44	31.48	29.07	5.98	0.70	1.98	1.00	0.96
NORTH DAKOTA	62.65	23.51	12.48	0.17	0.51	1.02	0.85	0.85
OHIO	45.85	26.72	10.78	11.52	0.00	3.53	0.00	2.40
OKLAHOMA	46.83	35.27	15.06	1.61	0.18	1.01	0.12	0.92
OREGON	48.24	24.18	18.66	2.72	1.57	3.65	0.04	0.93
PENNSYLVANIA	29.29	33.18	25.97	5.79	3.52	0.76	0.96	0.53
PUERTO RICO	5.53	26.56	36.69	17.09	4.16	0.48	0.41	9.09
RHODE ISLAND	33.70	17.97	27.25	1.63	6.24	6.76	4.83	1.63
SOUTH CAROLINA	15.81	40.47	35.29	3.58	0.03	2.59	0.13	2.11
SOUTH DAKOTA	37.14	25.87	13.81	1.90	5.71	4.92	10.00	0.63
TENNESSEE	29.31	33.57	27.83	3.26	1.85	0.47	0.06	3.66
TEXAS	11.25	29.46	52.20	4.40	0.04	1.06	0.01	1.57
UTAH	21.95	14.54	35.80	24.42		2.57		0.71
VERMONT	67.60	10.20	13.20	2.00	2.20	0.00	3.40	1.60
VIRGINIA	28.95	35.96	26.29	1.43	1.36	4.53	0.89	0.58
WASHINGTON	33.80	33.76	28.92	1.64	0.36	0.23	0.00	1.30
WEST VIRGINIA	28.96	46.83	21.55	0.84	0.00	0.98	0.09	0.75
WISCONSIN	25.23	39.41	30.52	2.98	0.08	1.29	0.04	0.45
WYOMING	34.78	39.26	19.47	0.93	0.00	3.55	1.39	0.62
AMERICAN SAMOA	16.67	8.33	75.00	0.00	0.00	0.00	0.00	0.00
GUAM	19.18	29.45	38.36	6.16	2.05	0.00	4.79	0.00
NORTHERN MARIANAS	69.23	15.38	15.38	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	16.67	66.67	0.00	0.00	0.00	0.00	16.67
VIRGIN ISLANDS	0.00	19.28	68.67	0.00	4.82	0.00	6.02	1.20
BUR. OF INDIAN AFFAIRS	37.85	37.85	12.35	3.19	0.00	0.40	7.97	0.40
U.S. AND OUTLYING AREAS	29.06	27.49	29.87	7.50	2.49	1.50	0.78	1.32
50 STATES, D.C. & P.R.	29.06	27.48	29.87	7.51	2.49	1.50	0.77	1.32

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Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	892	1,338	79	3	0	0	1	8
ALASKA	238	166	69	3	0	3	1	1
ARIZONA	548	794	434	3	2	3	0	4
ARKANSAS	523	810	87	6	0	3	3	7
CALIFORNIA	4,970	4,362	2,358	24	119	[illegible]	7	114
COLORADO	939	433	165	43	0	49	6	5
CONNECTICUT	921	385	195	17	46	2	18	2
DELAWARE	53	259	3	1	0	7	0	0
DISTRICT OF COLUMBIA	70	173	0	0	21	0	0	0
FLORIDA	2,143	1,816	1,720	18	27	17	0	13
GEORGIA	539	617	162	0	2	0	0	0
HAWAII	164	183	110	0	[illegible]	[illegible]	[illegible]	[illegible]
IDAHO	274	111	25	0	0	0	1	1
ILLINOIS	997	2,696	1,046	72	21	92	4	6
INDIANA	2,127	427	369	9	0	4	1	4
IOWA	401	423	121	65	0	33	11	1
KANSAS	626	194	75	4	0	2	0	1
KENTUCKY	491	643	105	2	0	2	0	6
LOUISIANA	1,057	499	818	0	4	28	0	18
MAINE	413	324	25	0	1	0	0	2
MARYLAND	662	648	423	23	14	7	0	14
MASSACHUSETTS	2,500	752	595	81	142	[illegible]	15	9
MICHIGAN	2,253	1,462	656	83	[illegible]	0	1	4
MINNESOTA	835	366	86	151	2	2	1	2
MISSISSIPPI	364	912	410	3	0	0	0	2
MISSOURI	826	1,979	281	10	7	0	0	126
MONTANA	284	216	29	1	0	0	0	5
NEBRASKA	369	169	51	1	0	0	1	0
NEVADA	249	299	45	2	0	4	11	0
NEW HAMPSHIRE	469	193	90	0	1	4	12	1
NEW JERSEY	1,914	2,044	600	104	257	3	4	44
NEW MEXICO	351	422	349	1	0	0	0	14
NEW YORK	6,538	1,408	5,067	591	52	4	18	14
NORTH CAROLINA	882	769	109	0	0	0	0	9
NORTH DAKOTA	275	48	3	0	1	0	0	0
OHIO	4,076	597	111	7	0	158	0	14
OKLAHOMA	1,327	781	82	9	1	3	0	0
OREGON	744	300	56	13	7	8	0	4
PENNSYLVANIA	2,729	2,539	814	11	0	60	0	8
PUERTO RICO	61	463	161	102	2	0	0	1
RHODE ISLAND	179	144	197	9	39	5	0	1
SOUTH CAROLINA	323	824	146	0	0	3	0	4
SOUTH DAKOTA	144	88	8	0	0	1	0	0
TENNESSEE	1,408	1,412	392	0	19	0	0	0
TEXAS	[illegible]	4,924	4,961	54	0	0	0	88
UTAH	920	245	190	14	0	28	0	2
VERMONT	180	24	5	0	1	0	1	1
VIRGINIA	1,398	1,419	271	1	10	72	4	1
WASHINGTON	970	847	243	9	0	1	0	57
WEST VIRGINIA	522	695	64	0	0	0	1	1
WISCONSIN	877	1,251	179	22	0	6	3	1
WYOMING	195	158	33	1	0	0	2	1
AMERICAN SAMOA	2	0	0	0	0	0	0	0
GUAM	23	37	42	0	2	0	5	0
NORTHERN MARIANAS	15.	3	2	0	0	0	0	0
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	0	4	21	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	60	53	4	0	0	0	0	0
U.S. AND OUTLYING AREAS	55,374	45,758	24,780	1,546	776	498	131	1,536
50 STATES, D.C. & P.R.	55,274	45,656	24,711	1,546	774	498	124	[illegible]

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	38.46	57.70	3.41	0.13	0.00	0.00	0.04	0.26
ALASKA	49.90	34.80	14.26	0.63	0.00	0.00	0.21	0.21
ARIZONA	32.22	43.51	23.78	0.16	0.11	0.00	0.00	0.22
ARKANSAS	36.65	56.76	6.10	0.00	0.00	0.00	0.00	0.49
CALIFORNIA	41.58	36.50	19.71	0.20	1.00	0.00	0.06	0.95
COLORADO	57.26	26.40	10.06	2.62	0.00	2.99	0.37	0.30
CONNECTICUT	58.44	24.43	12.37	1.08	2.92	0.00	0.63	0.13
DELAWARE	17.49	78.88	0.99	0.33	0.00	2.31	0.00	0.00
DISTRICT OF COLUMBIA	26.52	65.53	0.00	0.00	7.98	0.00	0.00	0.00
FLORIDA	37.24	31.56	29.89	0.33	0.47	0.30	0.00	0.23
GEORGIA	40.90	46.81	12.29	0.00	0.00	0.00	0.00	0.00
HAWAII	35.39	40.04	24.57	0.00				
IDAHO	68.47	27.34	3.69	0.00	0.00	0.00	0.25	0.25
ILLINOIS	20.37	55.08	21.37	1.47	0.47	1.06	0.06	0.12
INDIANA	63.49	24.69	11.01	0.24	0.00	0.27	0.03	0.27
IOWA	58.38	26.86	7.69	4.11	0.00	2.20	0.70	0.06
KANSAS	56.55	35.59	6.78	0.36	0.00	0.18	0.00	0.54
KENTUCKY	39.47	51.69	8.44	0.16	0.00	0.00	0.00	0.24
LOUISIANA	43.61	20.59	33.75	0.00	0.17	1.16	0.00	0.74
MAINE	53.71	42.13	3.25	0.39	0.11	0.00	0.13	0.28
MARYLAND	37.11	36.32	23.71	1.29	0.78	0.00	0.00	0.78
MASSACHUSETTS	61.08	18.35	14.54	3.49	1.47		0.86	0.22
MICHIGAN	50.75	32.94	14.78	1.42		0.00	0.02	0.09
MINNESOTA	57.55	25.22	5.93	10.68	0.14	0.14	0.21	0.14
MISSISSIPPI	21.35	53.49	24.05	0.18	0.00	0.00	0.00	0.94
MISSOURI	28.08	63.85	6.42	0.32	0.23	0.00	0.00	1.10
MONTANA	51.66	42.19	5.56	0.20	0.00	0.00	0.39	0.00
NEBRASKA	62.23	28.50	8.60	0.34	0.00	0.17	0.17	0.00
NEVADA	41.46	49.58	7.61	0.34	0.00	0.51	0.00	0.51
NEW HAMPSHIRE	64.33	25.10	6.86	0.00	0.96	0.14	1.65	0.96
NEW JERSEY	37.07	39.59	15.49	2.31	4.94	0.06	0.08	0.45
NEW MEXICO	30.00	36.79	30.43	0.69	0.00	0.00	0.00	2.09
NEW YORK	47.72	10.28	36.99	4.24	0.39	0.02	0.11	0.25
NORTH CAROLINA	52.73	41.12	5.83	0.00	0.00	0.00	0.00	0.32
NORTH DAKOTA	84.62	14.77	0.31	0.31	0.00	0.00	0.00	0.00
OHIO	82.63	12.10	2.05	0.14	0.00	2.80	0.00	0.28
OKLAHOMA	59.55	35.50	3.73	0.41	0.35	0.14	0.00	0.32
OREGON	65.78	26.53	4.95	1.15	0.62	0.53	0.00	0.44
PENNSYLVANIA	44.41	41.49	13.30	0.18	0.00	0.49	0.00	0.13
PUERTO RICO	7.63	57.95	20.15	12.77	0.25	0.00	0.00	1.25
RHODE ISLAND	47.85	23.23	24.87	1.01	2.02	0.25	0.63	0.13
SOUTH CAROLINA	24.75	63.45	11.19	0.00	0.00	0.00	0.00	0.61
SOUTH DAKOTA	66.67	30.24	2.06	0.00	0.69	0.34	0.00	0.00
TENNESSEE	42.67	42.85	11.90	0.06	0.46	0.00	0.00	2.06
TEXAS	15.59	42.13	41.57	0.46	0.00	0.01	0.00	0.23
UTAH	39.07	29.93	23.20	4.15		3.42		0.24
VERMONT	83.72	11.16	2.33	0.47	1.40	0.00	0.47	0.47
VIRGINIA	43.85	44.51	8.50	0.03	0.31	2.26	0.13	0.41
WASHINGTON	46.77	40.84	11.72	0.43	0.05	0.05	0.00	0.14
WEST VIRGINIA	40.65	54.13	4.98	0.00	0.00	0.00	0.08	0.16
WISCONSIN	37.54	53.64	7.62	0.36	0.00	0.26	0.00	0.59
WYOMING	49.07	41.91	7.96	0.27	0.00	0.00	0.53	0.27
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	21.50	34.58	39.25	0.00	1.87	0.00	2.80	0.00
NORTHERN MARIANAS	75.00	15.00	10.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	30.00	70.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	51.72	44.83	3.45	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	42.79	35.36	19.15	1.19	0.60	0.38	0.10	0.41
50 STATES, D.C. & P.R.	42.81	35.36	19.14	1.20	0.60	0.39	0.10	0.42

Please see data notes for an explanation of individual State differences.
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Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	23	3	1	0	0	0	0	1
ALASKA	7	0	1	1	0	0	0	0
ARIZONA	23	3	1	11	1	0	0	1
ARKANSAS	7	9	1	0	0	0	0	0
CALIFORNIA	424	160	99	0	4	0	0	2
COLORADO	61	5	11	4	0	0	0	0
CONNECTICUT	17	15	4	1	1	1	0	0
DELAWARE	[illegible]	1	0	0	[illegible]	[illegible]	0	0
DISTRICT OF COLUMBIA	4	0	0	0	[illegible]	[illegible]	[illegible]	0
FLORIDA	174	41	25	1	0	[illegible]	[illegible]	0
GEORGIA	27	5	1	0	0	1	[illegible]	1
HAWAII	19	0	1	0	[illegible]	[illegible]	[illegible]	[illegible]
IDAHO	6	4	0	0	[illegible]	0	0	0
ILLINOIS	66	7	17	1	0	[illegible]	1	0
INDIANA	41	1	0	0	[illegible]	0	0	0
IOWA	21	7	[illegible]	4	[illegible]	1	0	0
KANSAS	11	8	0	[illegible]	[illegible]	[illegible]	[illegible]	0
KENTUCKY	22	0	0	0	0	[illegible]	0	0
LOUISIANA	25	9	23	0	4	1	0	0
MAINE	50	12	4	[illegible]	2	[illegible]	0	0
MARYLAND	67	53	66	21	2	[illegible]	0	0
MASSACHUSETTS	846	70	121	6	17	[illegible]	14	7
MICHIGAN	76	22	8	1	[illegible]	0	1	0
MINNESOTA	44	15	2	6	0	0	[illegible]	0
MISSISSIPPI	19	9	11	[illegible]	[illegible]	0	[illegible]	0
MISSOURI	31	77	5	0	[illegible]	0	[illegible]	0
MONTANA	12	2	1	0	[illegible]	0	[illegible]	0
NEBRASKA	45	9	3	1	[illegible]	0	[illegible]	0
NEVADA	4	0	7	0	[illegible]	0	[illegible]	0
NEW HAMPSHIRE	57	36	26	[illegible]	[illegible]	1	2	1
NEW JERSEY	124	41	24	4	31	0	[illegible]	1
NEW MEXICO	40	49	19	[illegible]	0	0	0	1
NEW YORK	142	40	101	19	3	1	5	[illegible]
NORTH CAROLINA	18	4	1	[illegible]	[illegible]	[illegible]	0	0
NORTH DAKOTA	42	2	1	[illegible]	[illegible]	0	0	0
OHIO	58	[illegible]	0	[illegible]	[illegible]	5	0	0
OKLAHOMA	17	6	0	[illegible]	1	0	0	0
OREGON	74	41	4	[illegible]	[illegible]	1	0	0
PENNSYLVANIA	51	0	3	0	[illegible]	0	[illegible]	[illegible]
PUERTO RICO	13	14	4	2	0	0	[illegible]	1
RHODE ISLAND	16	12	1	0	1	0	1	0
SOUTH CAROLINA	17	1	0	0	0	0	0	0
SOUTH DAKOTA	8	0	5	0	0	0	0	0
TENNESSEE	93	91	44	0	0	0	[illegible]	[illegible]
TEXAS	65	18	25	4	0	[illegible]	[illegible]	[illegible]
UTAH	15	7	9	1	[illegible]	0	[illegible]	0
VERMONT	14	2	4	1	1	0	0	0
VIRGINIA	52	5	5	0	[illegible]	[illegible]	0	1
WASHINGTON	12	0	0	0	0	[illegible]	0	0
WEST VIRGINIA	13	6	0	0	0	[illegible]	0	0
WISCONSIN	51	5	2	0	0	0	0	0
WYOMING	19	17	8	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	1	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	1
VIRGIN ISLANDS	0	0	0	0	0	0	0	[illegible]
BUR. OF INDIAN AFFAIRS	0	2	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	3,198	956	717	90	69	15	25	20
50 STATES, D.C. & P.R.	3,198	954	717	89	69	15	24	19

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	82.14	10.71	3.57	0.00	0.00	0.00	0.00	3.57
ALASKA	77.78	0.00	11.11	11.11	0.00	0.00	0.00	0.00
ARIZONA	57.50	7.50	2.50	27.50	2.50	0.00	0.00	2.50
ARKANSAS	41.18	52.94	5.88	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	61.10	23.05	14.27	0.14	1.15	0.00	0.00	0.29
COLORADO	72.62	10.71	13.10	3.57	0.00	0.00	0.00	0.00
CONNECTICUT	62.71	25.42	6.78	1.69	1.69	1.69	0.00	0.00
DELAWARE	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	69.88	19.68	10.04	0.40	0.00	0.00	0.00	0.00
GEORGIA	75.00	16.67	2.78	0.00	0.00	2.78	0.00	2.78
HAWAII	95.00	0.00	5.00	0.00	.	.		.
IDAHO	60.00	40.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	75.40	5.56	13.49	2.38	0.00	2.38	0.79	0.00
INDIANA	97.67	2.33	0.00	0.00	0.00	0.00	0.00	0.00
IOWA	56.76	18.92	18.92	2.70	0.00	2.70	0.00	0.00
KANSAS	81.25	18.75	0.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	32.79	14.75	47.54	0.00	3.28	1.64	0.00	0.00
MAINE	67.57	28.38	4.05	0.00	0.00	0.00	0.00	0.00
MARYLAND	30.73	25.85	32.20	10.24	0.98	0.00	0.00	0.00
MASSACHUSETTS	78.12	6.46	11.36	0.55	1.57		1.29	0.65
MICHIGAN	70.37	20.37	7.41	0.93		0.00	0.93	0.00
MINNESOTA	66.67	22.73	3.03	7.58	0.00	0.00	0.00	0.00
MISSISSIPPI	48.72	23.08	28.21	0.00	0.00	0.00	0.00	0.00
MISSOURI	11.83	82.80	5.38	0.00	0.00	0.00	0.00	0.00
MONTANA	80.00	13.33	6.67	0.00	0.00	0.00	0.00	0.00
NEBRASKA	77.59	15.52	5.17	1.72	0.00	0.00	0.00	0.00
NEVADA	57.14	0.00	42.86	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	45.24	28.57	20.63	0.00	2.38	0.79	1.59	0.79
NEW JERSEY	55.36	17.86	10.71	1.79	13.84	0.00	0.00	0.45
NEW MEXICO	30.53	37.40	29.77	0.00	0.00	0.00	0.00	2.29
NEW YORK	46.10	12.99	32.79	6.17	0.00	0.32	1.62	0.00
NORTH CAROLINA	90.00	5.00	5.00	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	91.43	5.71	2.86	0.00	0.00	0.00	0.00	0.00
OHIO	92.06	0.00	0.00	0.00	0.00	7.94	0.00	0.00
OKLAHOMA	70.83	25.00	0.00	0.00	4.17	0.00	0.00	0.00
OREGON	58.73	34.13	6.35	0.00	0.00	0.79	0.00	0.00
PENNSYLVANIA	94.44	0.00	5.56	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	38.24	41.18	11.76	5.88	0.00	0.00	0.00	2.94
RHODE ISLAND	51.61	38.71	3.23	0.00	3.23	0.00	3.23	0.00
SOUTH CAROLINA	94.44	5.56	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	42.66	41.74	15.60	0.00	0.00	0.00	0.00	0.00
TEXAS	58.04	16.07	22.32	3.57	0.00	0.00	0.00	0.00
UTAH	51.72	6.90	31.03	10.34	.	0.00	.	0.00
VERMONT	78.79	6.06	9.09	3.03	3.03	0.00	0.00	0.00
VIRGINIA	82.54	7.94	7.94	0.00	0.00	0.00	0.00	1.59
WASHINGTON	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	68.42	31.58	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	87.93	8.62	3.45	0.00	0.00	0.00	0.00	0.00
WYOMING	28.57	48.57	22.86	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	50.00	0.00	0.00	50.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	.
BUR. OF INDIAN AFFAIRS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	62.84	18.79	14.09	1.77	1.34	0.29	0.49	0.39
50 STATES, D.C. & P.R.	62.89	18.77	14.11	1.75	1.34	0.30	0.47	0.37

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	157	1,068	750	126	3	11	1	14
ALASKA	9	21	67	0	0	0	0	0
ARIZONA	28	92	537	55	26	0	0	2
ARKANSAS	99	394	266	0	28	0	53	12
CALIFORNIA	70	616	3,031	568	168	0	9	151
COLORADO	87	61	233	3	0	5	2	2
CONNECTICUT	17	116	282	54	50	4	6	0
DELAWARE	1	80	54	25	2	0	0	0
DISTRICT OF COLUMBIA	12	10	99	60	45	0	0	0
FLORIDA	84	266	1,970	867	22	9	0	26
GEORGIA	90	518	1,503	34	1	59	4	4
HAWAII	21	45	147	0			.	
IDAHO	32	67	131	7	4	0	0	0
ILLINOIS	125	156	1,463	702	299	18	40	9
INDIANA	124	257	1,553	213	0	1	6	3
IOWA	264	244	334	94	0	14	2	2
KANSAS	48	144	309	45	8	5	10	2
KENTUCKY	224	578	594	6	1	0	0	8
LOUISIANA	28	96	1,037	74	14	107	3	21
MAINE	12	61	96	3	4	0	1	0
MARYLAND	21	77	285	266	31	2	15	1
MASSACHUSETTS	114	140	450	29	62		44	6
MICHIGAN	199	125	1,206	920		5	2	10
MINNESOTA	96	258	633	502	8	8	1	2
MISSISSIPPI	14	199	385	18	0	15	1	15
MISSOURI	24	226	515	423	19	2	1	14
MONTANA	19	29	70	0	0	2	1	0
NEBRASKA	60	123	250	44	5	9	2	3
NEVADA	8	34	91	63	0	0	0	0
NEW HAMPSHIRE	17	24	49	5	11	0	0	3
NEW JERSEY	16	114	369	194	187	24	4	14
NEW MEXICO	25	31	232	0	1	0	0	2
NEW YORK	169	192	850	1,539	100	4	32	20
NORTH CAROLINA	92	522	818	188	21	15	14	11
NORTH DAKOTA	20	64	67	0	1	2	2	2
OHIO	927	2,000	493	42	0	170	0	28
OKLAHOMA	112	315	273	14	1	0	0	2
OREGON	96	126	287	31	7	4	0	3
PENNSYLVANIA	202	780	1,594	411	38	7	21	11
PUERTO RICO	71	270	856	391	94	11	13	101
RHODE ISLAND	3	9	111	0	27	0	8	2
SOUTH CAROLINA	83	101	839	87	1	37	3	42
SOUTH DAKOTA	17	53	58	7	21	4	35	0
TENNESSEE	101	465	402	114	47	0	4	11
TEXAS	19	169	3,114	416	5	103	0	39
UTAH	42	26	235	224		1	.	6
VERMONT	64	14	47	3	3	0	3	1
VIRGINIA	50	506	1,001	42	14	42	8	6
WASHINGTON	105	240	489	37	4	1	0	0
WEST VIRGINIA	43	288	387	14	0	0	1	9
WISCONSIN	67	306	966	82	1	13	2	7
WYOMING	2	27	58	4	0	11	3	1
AMERICAN SAMOA	0	0	7	0	0	0	0	0
GUAM	2	4	12	2	0	0	2	0
NORTHERN MARIANAS	1	1	0	0	0	0	0	0
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	0	5	27	0	1	0	1	1
BUR. OF INDIAN AFFAIRS	3	21	9	6	0	0	8	0
U.S. AND OUTLYING AREAS	4,444	13,143	32,291	9,028	1,381	752	368	639
50 STATES, D.C. & P.R.	4,438	13,110	32,234	9,020	1,380	752	357	628

Please see data notes for an explanation of individual State differences.
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Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MENTAL RETARDATION

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	7.37	50.14	35.21	5.92	0.14	0.52	0.05	0.66
ALASKA	9.29	21.65	69.07	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.79	12.43	72.57	7.43	3.51	0.00	0.00	0.27
ARKANSAS	11.46	46.55	31.11	0.00	3.27	0.00	6.20	1.40
CALIFORNIA	1.52	13.35	65.71	12.51	3.64	0.00	0.20	3.07
COLORADO	22.14	15.52	59.29	0.76	0.00	1.27	0.51	0.51
CONNECTICUT	3.21	21.93	53.31	10.21	9.45	0.76	1.13	0.00
DELAWARE	0.62	49.38	33.33	15.43	1.23	0.00	0.00	0.00
DISTRICT OF COLUMBIA	5.31	4.42	43.81	26.55	19.91	0.00	0.00	0.00
FLORIDA	2.64	8.35	61.87	25.35	0.69	0.28	0.00	0.82
GEORGIA	4.07	23.41	67.92	1.54	0.05	2.67	0.18	0.14
HAWAII	9.86	21.13	69.01	0.00				
IDAHO	13.39	27.20	54.81	2.93	1.67	0.00	0.00	0.07
ILLINOIS	4.45	5.55	52.03	24.96	10.63	0.64	1.42	0.32
INDIANA	7.49	15.29	63.61	12.87	0.00	0.18	0.36	0.19
IOWA	27.67	25.58	35.01	9.85	0.00	1.47	0.21	0.21
KANSAS	8.44	25.31	54.31	7.56	1.41	0.88	1.76	0.35
KENTUCKY	15.88	40.96	42.10	0.43	0.07	0.00	0.00	0.57
LOUISIANA	2.04	6.99	75.04	5.39	1.02	7.79	0.22	1.53
MAINE	6.82	34.66	54.55	1.70	1.70	0.00	0.57	0.00
MARYLAND	3.01	11.03	40.83	38.11	4.44	0.29	2.15	0.14
MASSACHUSETTS	13.49	16.57	53.25	3.43	7.34		5.21	0.71
MICHIGAN	7.46	12.19	45.22	34.50		0.19	0.07	0.37
MINNESOTA	6.37	16.99	42.40	33.18	0.33	0.53	0.07	0.13
MISSISSIPPI	2.11	29.92	57.89	2.41	0.00	5.26	0.15	2.26
MISSOURI	1.98	16.95	42.39	35.31	1.56	0.59	0.08	1.15
MONTANA	14.84	22.66	60.16	0.00	0.00	1.56	0.78	0.00
NEBRASKA	12.05	25.10	50.20	8.84	1.00	1.81	0.40	0.60
NEVADA	3.09	17.53	46.91	32.47	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	28.91	18.75	37.50	3.91	8.59	0.00	0.00	2.34
NEW JERSEY	1.95	12.35	39.87	21.02	20.26	2.60	0.43	1.52
NEW MEXICO	8.59	10.65	79.73	0.00	0.34	0.00	0.00	0.69
NEW YORK	5.88	6.68	29.55	52.47	3.48	0.14	1.11	0.70
NORTH CAROLINA	5.19	28.91	51.84	10.62	1.19	0.85	0.78	0.62
NORTH DAKOTA	12.66	40.51	42.41	0.00	0.63	1.27	1.27	1.27
OHIO	25.05	54.05	13.32	2.22	0.00	4.59	0.00	0.76
OKLAHOMA	15.62	43.93	38.08	1.95	0.14	0.00	0.00	0.28
OREGON	17.33	22.74	51.81	5.60	1.26	0.72	0.00	0.54
PENNSYLVANIA	6.52	25.30	51.70	13.98	1.23	0.23	0.68	0.36
PUERTO RICO	3.93	14.94	47.37	21.64	5.20	0.61	0.72	5.59
RHODE ISLAND	1.88	5.63	69.38	0.00	16.88	0.00	5.00	1.25
SOUTH CAROLINA	5.96	21.61	60.23	6.25	0.07	2.66	0.22	3.02
SOUTH DAKOTA	8.72	27.18	29.74	3.59	10.77	2.05	17.95	0.00
TENNESSEE	6.14	28.28	54.87	6.93	2.86	0.00	0.24	0.67
TEXAS	0.49	4.35	80.59	10.77	0.13	2.67	0.00	1.01
UTAH	6.06	4.92	44.51	43.18		0.19		1.14
VERMONT	50.00	10.94	31.25	2.34	2.34	0.00	2.34	0.78
VIRGINIA	3.00	30.32	59.98	2.52	0.84	2.52	0.48	0.36
WASHINGTON	11.99	27.40	55.82	4.22	0.46	0.11	0.00	0.00
WEST VIRGINIA	5.80	38.81	52.16	1.89	0.00	0.00	0.13	1.21
WISCONSIN	4.64	21.19	66.90	5.68	0.07	0.90	0.14	0.49
WYOMING	1.89	25.47	54.72	3.77	0.00	10.38	2.83	0.94
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	9.09	18.18	54.55	9.09	0.00	0.00	9.09	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	14.29	77.14	0.00	2.86	0.00	2.86	2.86
BUR. OF INDIAN AFFAIRS	6.12	46.94	18.37	12.24	0.00	0.00	16.33	0.00
U.S. AND OUTLYING AREAS	7.19	21.25	51.90	14.60	2.23	1.22	0.60	1.02
50 STATES, D.C. & P.R.	7.19	21.24	51.90	14.61	2.24	1.22	0.59	1.02

Please see data notes for an explanation of individual State differences.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	80	77	29	1	0	8	5	8
ALASKA	8	16	8	9	0	0	0	0
ARIZONA	23	60	89	31	15	8	2	0
ARKANSAS	3	4	1	0	0	0	[illegible]	[illegible]
CALIFORNIA	228	204	407	47	481	0	58	76
COLORADO	174	49	74	83	5	25	23	29
CONNECTICUT	180	169	141	43	57	4	28	6
DELAWARE	47	18	0	1	[illegible]	1	0	[illegible]
DISTRICT OF COLUMBIA	0	9	28	12	130	0	0	[illegible]
FLORIDA	270	284	568	125	31	34	0	[illegible]
GEORGIA	119	221	159	29	10	47	2	17
HAWAII	23	65	64	2	[illegible]	1	1	[illegible]
IDAHO	4	2	2	1	1	0	[illegible]	[illegible]
ILLINOIS	133	274	358	422	292	67	62	[illegible]
INDIANA	142	58	140	26	[illegible]	19	15	[illegible]
IOWA	156	[illegible]	97	22	0	64	1	[illegible]
KANSAS	74	[illegible]	30	28	8	14	[illegible]	[illegible]
KENTUCKY	38	44	47	9	1	2	[illegible]	4
LOUISIANA	44	13	117	12	[illegible]	21	[illegible]	[illegible]
MAINE	117	94	39	5	12	1	11	[illegible]
MARYLAND	63	83	77	31	120	5	27	[illegible]
MASSACHUSETTS	96	52	267	223	169	[illegible]	84	[illegible]
MICHIGAN	282	218	213	47	[illegible]	16	1	[illegible]
MINNESOTA	255	168	82	230	9	11	4	[illegible]
MISSISSIPPI	1	[illegible]	4	0	[illegible]	1	[illegible]	[illegible]
MISSOURI	32	161	93	12	1	19	[illegible]	[illegible]
MONTANA	23	25	6	7	[illegible]	[illegible]	[illegible]	[illegible]
NEBRASKA	29	34	27	4	1	0	2	1
NEVADA	14	37	12	2	0	0	3	1
NEW HAMPSHIRE	64	15	16	0	21	1	2	8
NEW JERSEY	271	258	249	128	113	15	9	11
NEW MEXICO	68	18	185	6	1	2	0	10
NEW YORK	577	244	1,026	788	191	133	141	92
NORTH CAROLINA	58	92	70	14	0	1	0	1
NORTH DAKOTA	12	16	7	0	0	1	0	1
OHIO	120	171	86	280	0	60	0	13
OKLAHOMA	26	41	28	6	2	2	0	8
OREGON	76	40	34	10	34	1	1	0
PENNSYLVANIA	249	379	275	90	188	40	5	10
PUERTO RICO	3	10	11	5	3	0	0	11
RHODE ISLAND	35	27	36	2	23	69	43	1
SOUTH CAROLINA	122	71	44	11	70	0	1	8
SOUTH DAKOTA	9	0	1	1	1	1	0	1
TENNESSEE	60	33	48	6	9	10	0	9
TEXAS	167	310	709	41	[illegible]	1	0	17
UTAH	45	29	51	11	[illegible]	2	[illegible]	3
VERMONT	16	5	8	4	1	6	0	4
VIRGINIA	154	193	144	40	54	99	23	6
WASHINGTON	84	94	45	5	3	1	0	14
WEST VIRGINIA	42	40	32	1	0	0	0	1
WISCONSIN	206	381	276	19	6	23	5	4
WYOMING	12	24	14	0	2	4	3	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	0	0	1	0	1	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	3	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	14	5	12	0	0	0	6	1
U.S. AND OUTLYING AREAS	5,071	4,959	6,498	2,835	2,232	847	588	585
50 STATES, D.C. & P.R.	5,057	4,953	6,483	2,835	2,231	847	579	568

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

EMOTIONAL DISTURBANCE

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	38.46	37.02	13.94	0.48	0.00	3.85	2.40	3.85
ALASKA	19.51	39.02	19.51	21.95	0.00	0.00	0.00	0.00
ARIZONA	10.41	27.15	40.27	9.50	6.79	3.62	0.90	1.36
ARKANSAS	37.50	50.00	12.50	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	15.28	13.79	27.52	3.18	31.17	0.00	3.92	5.14
COLORADO	38.07	10.72	17.07	18.16	1.09	5.47	5.03	4.36
CONNECTICUT	32.37	19.60	25.72	5.94	10.25	0.72	5.04	0.36
DELAWARE	82.91	15.38	0.00	0.85	0.00	0.85	0.00	0.00
DISTRICT OF COLUMBIA	0.00	11.25	36.25	15.00	37.50	0.00	0.00	0.00
FLORIDA	20.72	22.10	42.98	9.59	1.23	2.61	0.00	0.77
GEORGIA	21.52	39.96	28.75	5.24	0.00	3.98	0.36	0.18
HAWAII	14.56	41.14	40.51	1.27		0.63	0.63	1.27
IDAHO	33.33	16.67	16.67	8.33	8.33	0.00	0.00	16.67
ILLINOIS	8.27	17.03	22.13	26.23	18.15	4.16	3.85	0.14
INDIANA	33.49	13.68	33.02	6.13	0.47	4.25	3.54	5.42
IOWA	37.14	19.05	23.10	4.76	0.00	15.24	0.71	0.00
KANSAS	31.80	31.38	14.64	11.72	3.35	5.44	0.00	1.67
KENTUCKY	21.21	33.33	35.61	6.06	0.76	1.52	0.00	1.52
LOUISIANA	18.49	13.87	49.16	5.04	0.84	9.24	0.00	3.36
MAINE	40.74	34.81	14.44	1.85	3.70	0.37	3.70	0.37
MARYLAND	14.69	13.29	17.95	16.55	29.60	1.17	6.29	0.47
MASSACHUSETTS	8.54	4.67	23.99	20.22	33.15		7.55	1.89
MICHIGAN	33.57	28.10	25.36	11.55		0.95	0.12	0.36
MINNESOTA	33.46	21.78	10.76	30.19	0.66	1.71	0.52	0.92
MISSISSIPPI	7.69	53.85	30.77	0.00	0.00	7.69	0.00	0.00
MISSOURI	9.17	46.13	26.65	3.15	2.87	11.17	0.00	0.86
MONTANA	38.98	42.37	10.17	5.08	0.00	0.00	3.39	0.00
NEBRASKA	32.18	27.59	31.03	4.60	3.45	0.00	0.00	1.15
NEVADA	36.00	34.00	24.00	4.00	0.00	0.00	0.00	2.00
NEW HAMPSHIRE	50.79	11.90	12.70	0.79	16.67	0.79	1.59	4.76
NEW JERSEY	21.25	18.67	19.22	9.65	24.86	1.18	0.39	4.78
NEW MEXICO	31.91	9.57	45.74	3.19	0.53	1.06	0.00	7.98
NEW YORK	18.64	7.85	32.30	23.77	5.62	4.30	4.55	2.97
NORTH CAROLINA	23.36	33.64	32.71	6.54	0.00	0.47	0.00	3.27
NORTH DAKOTA	37.50	50.00	6.25	0.00	0.00	3.13	0.00	3.13
OHIO	19.08	24.01	15.26	26.23	0.00	9.54	0.00	5.88
OKLAHOMA	24.07	37.96	25.93	5.56	1.85	1.85	0.00	2.78
OREGON	42.94	16.95	19.21	5.65	9.04	1.69	0.56	3.95
PENNSYLVANIA	19.30	29.38	21.32	6.98	14.57	3.64	2.33	2.48
PUERTO RICO	6.98	23.26	25.58	11.63	6.98	0.00	0.00	25.58
RHODE ISLAND	13.57	10.47	13.95	0.78	8.91	34.50	16.67	1.16
SOUTH CAROLINA	15.07	48.63	23.29	7.53	0.00	0.00	0.68	4.79
SOUTH DAKOTA	30.43	30.43	13.04	4.35	13.04	4.35	0.00	4.35
TENNESSEE	36.36	20.00	29.09	3.64	5.45	0.00	0.00	5.45
TEXAS	12.06	24.41	56.07	4.51	0.00	0.22	0.00	2.74
UTAH	25.18	14.39	36.69	21.58		1.44		0.72
VERMONT	57.14	7.94	12.70	6.35	1.59	0.00	7.94	6.35
VIRGINIA	22.22	26.41	20.78	4.33	7.79	14.29	3.32	0.87
WASHINGTON	34.15	38.21	18.29	2.03	1.22	0.41	0.00	5.69
WEST VIRGINIA	38.89	37.04	20.37	0.93	0.00	0.00	0.00	2.78
WISCONSIN	22.03	40.75	29.52	4.17	0.21	2.89	0.00	0.43
WYOMING	21.43	42.86	25.00	1.79	0.00	7.14	1.79	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	33.33	0.00	0.00	33.33	0.00	33.33	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	60.00	0.00	0.00	0.00	40.00	0.00
BUR. OF INDIAN AFFAIRS	36.84	13.16	31.58	0.00	0.00	0.00	15.79	2.63
U.S. AND OUTLYING AREAS	21.46	20.98	27.49	12.16	9.44	3.58	2.49	2.39
50 STATES, D.C. & P.R.	21.44	21.00	27.48	12.19	9.46	3.59	2.45	2.39

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	2	8	89	18	5	26	1	4
ALASKA	5	4	51	0	0	2	0	1
ARIZONA	0	8	83	24	23	40	1	2
ARKANSAS	5	7	41	1	3	0	11	2
CALIFORNIA	16	51	470	119	60	18	6	4
COLORADO	44	25	143	52	1	5	0	4
CONNECTICUT	9	19	78	40	14	4	4	1
DELAWARE	0	0	0	0	0	1	0	0
DISTRICT OF COLUMBIA	0	0	0	7	0	0	0	0
FLORIDA								
GEORGIA								
HAWAII	0	0	4	0				
IDAHO	1	0	27	7	1	1	0	0
ILLINOIS								
INDIANA	6	2	55	28	0	1	2	1
IOWA	14	1	32	28	0	0	4	1
KANSAS	25	17	65	19	1	15	3	2
KENTUCKY	8	16	111	4	4	0	0	5
LOUISIANA	2	1	122	12	0	17	2	9
MAINE	27	27	78	7	2	3	1	2
MARYLAND	22	44	172	151	19	5	17	8
MASSACHUSETTS	12	15	65	23	93		62	41
MICHIGAN	9	4	132	260		0	0	17
MINNESOTA								
MISSISSIPPI	0	7	48	15	0	11	1	4
MISSOURI	1	9	20	11	1	1	1	2
MONTANA	4	1	12	0	0	0	0	0
NEBRASKA	2	3	44	13	1	2	0	5
NEVADA	0	1	22	19	0	0	1	0
NEW HAMPSHIRE	11	4	9	11	6	0	6	2
NEW JERSEY	69	160	189	294	427	47	24	62
NEW MEXICO	2	0	56	7	0	2	0	0
NEW YORK	88	137	427	673	367	38	203	18
NORTH CAROLINA	5	1	94	43	7	54	32	0
NORTH DAKOTA						2		
OHIO	88	342	521	1,215	0	6	0	27
OKLAHOMA	9	13	95	22	1	7	1	17
OREGON								
PENNSYLVANIA	0	7	105	76	0	3	0	1
PUERTO RICO	0	4	54	11	2	1	0	140
RHODE ISLAND	0	0	9	0	8	0	3	0
SOUTH CAROLINA	0	0	22	5	0	18	0	1
SOUTH DAKOTA	2	8	15	2	9	12	19	2
TENNESSEE	3	8	192	15	18	6	0	19
TEXAS	8	35	940	147	2	41	2	43
UTAH	6	0	119	187		11		2
VERMONT	8	1	6	0	0	0	1	0
VIRGINIA	5	15	100	8	2	28	6	4
WASHINGTON	45	47	333	13	2	2	0	8
WEST VIRGINIA								
WISCONSIN								
WYOMING								
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	2	0	0	4	0	0	0	0
NORTHERN MARIANAS	1	0	2	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	5	0	2	0	2	0
BUR. OF INDIAN AFFAIRS	14	12	4	2	0	0	6	0
U.S. AND OUTLYING AREAS	535	1,035	4,913	3,535	1,025	386	441	429
50 STATES, D.C. & P.R.	518	1,023	4,900	3,527	1,021	386	433	429

Please see data notes for an explanation of individual State differences.
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Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1.29	5.16	57.42	11.61	3.23	16.77	1.94	2.58
ALASKA	8.20	6.56	83.61	0.00	0.00	0.00	0.00	1.64
ARIZONA	0.00	4.52	46.89	13.56	12.99	16.95	0.56	4.52
ARKANSAS	4.41	10.29	60.29	1.47	4.41	0.00	19.12	0.00
CALIFORNIA	2.09	6.66	61.36	18.02	7.83	2.09	0.78	1.17
COLORADO	14.01	7.96	58.28	16.56	0.32	1.59	0.00	1.27
CONNECTICUT	5.17	10.34	44.83	22.99	10.34	2.30	2.30	1.72
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA								
GEORGIA								
HAWAII	0.00	0.00	100.00	0.00				
IDAHO	8.57	0.00	77.14	0.00	2.86	2.86	0.00	8.57
ILLINOIS								
INDIANA	0.00	2.27	62.50	29.55	0.00	3.41	2.27	0.00
IOWA	17.50	1.25	40.00	35.00	0.00	0.00	5.00	1.25
KANSAS	18.38	12.50	40.44	13.97	0.00	11.03	2.21	1.47
KENTUCKY	5.33	12.00	76.00	2.67	2.00	0.00	0.00	2.00
LOUISIANA	1.20	1.80	73.05	7.19	0.00	10.18	1.20	5.39
MAINE	12.59	20.00	57.78	5.19	1.48	0.00	1.48	1.48
MARYLAND	4.68	9.36	36.60	32.13	8.30	1.49	6.38	1.06
MASSACHUSETTS	4.08	5.10	23.13	7.82	31.63		21.09	7.14
MICHIGAN	2.22	0.99	30.12	64.20		0.00	0.00	2.47
MINNESOTA								
MISSISSIPPI	0.00	1.41	49.30	21.13	0.00	21.13	1.41	5.63
MISSOURI	2.13	19.15	42.55	23.40	6.38	2.13	0.00	4.26
MONTANA	27.78	5.56	66.67	0.00	0.00	0.00	0.00	0.00
NEBRASKA	2.86	4.29	62.86	18.57	1.43	2.86	0.00	7.14
NEVADA	0.00	1.59	34.92	61.90	0.00	0.00	1.59	0.00
NEW HAMPSHIRE	22.45	8.16	18.37	22.45	12.24	0.00	12.24	4.08
NEW JERSEY	6.10	14.13	16.70	25.97	28.89	4.15	2.12	1.94
NEW MEXICO	2.67	9.33	74.67	9.33	0.00	2.67	0.00	1.33
NEW YORK	4.55	5.55	22.06	34.78	18.96	1.86	10.49	1.81
NORTH CAROLINA	2.20	1.32	43.17	19.94	1.08	13.98	14.10	2.20
NORTH DAKOTA						0.00		
OHIO	2.81	16.58	25.25	54.05	0.00	0.00	0.00	1.31
OKLAHOMA	5.39	7.78	56.89	13.17	0.60	4.19	1.80	10.18
OREGON								
PENNSYLVANIA	0.00	4.69	51.85	38.97	0.00	1.54	0.00	2.05
PUERTO RICO	0.00	1.89	25.47	5.19	0.94	0.47	0.00	66.04
RHODE ISLAND	0.00	0.00	31.25	0.00	50.00	0.00	18.75	0.00
SOUTH CAROLINA	0.00	0.00	45.83	10.42	0.00	37.50	0.00	6.25
SOUTH DAKOTA	2.90	11.59	21.74	2.90	13.04	17.39	27.54	2.90
TENNESSEE	1.00	2.66	63.79	11.63	12.62	1.99	0.00	6.31
TEXAS	0.94	3.52	68.08	17.25	0.23	4.69	0.23	5.05
UTAH	1.85	0.00	36.62	57.54		3.38		0.62
VERMONT	61.54	7.69	23.08	0.00	0.00	0.00	7.69	0.00
VIRGINIA	3.09	9.26	61.73	3.09	1.23	16.05	3.70	1.85
WASHINGTON	10.02	10.47	74.16	2.90	0.45	0.22	0.00	1.78
WEST VIRGINIA								
WISCONSIN								
WYOMING								
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	25.00	0.00	0.00	75.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	33.33	0.00	66.67	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	55.56	0.00	22.22	0.00	22.22	0.00
BUR. OF INDIAN AFFAIRS	36.84	31.58	10.53	5.26	0.00	0.00	15.79	0.00
U.S. AND OUTLYING AREAS	4.35	8.42	39.95	28.74	8.33	3.14	3.59	3.49
50 STATES, D.C. & P.R.	4.23	8.36	40.04	28.82	8.36	3.15	3.54	3.51

Please see data notes for an explanation of individual State differences
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Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	20	17	4	1	0	37	3	1
ALASKA	2	2	7	0	0	0	0	0
ARIZONA	27	15	2	11	0	29	0	0
ARKANSAS	4	12	4	4	0	0	14	2
CALIFORNIA	118	83	208	16	7	117	0	2
COLORADO	31	8	7	6	0	17	0	0
CONNECTICUT	10	3	7	6	16	0	2	0
DELAWARE	1	4	0	1	0	0	0	0
DISTRICT OF COLUMBIA	3	2	1	1	0	0	0	0
FLORIDA	32	18	46	6	0	48	0	0
GEORGIA	18	21	10	11	0	25	0	0
HAWAII	0	7	7	0				
IDAHO	5	1	0	0	0	8	0	0
ILLINOIS	21	37	74	3	3	38	0	0
INDIANA	31	13	21	8	0	6	1	0
IOWA	26	7	1	0	0	10	7	0
KANSAS	7	7	6	12	0	0	0	0
KENTUCKY	15	8	2	0	1	16	0	0
LOUISIANA	27	22	31	0	0	42	0	0
MAINE	10	5	4	1	0	3	0	0
MARYLAND	8	6	9	2	0	24	0	0
MASSACHUSETTS	21	5	27	5	38		29	1
MICHIGAN	68	48	37	8		16	0	1
MINNESOTA	23	11	11	18	0	11	0	0
MISSISSIPPI	4	14	15	1	0	19	0	1
MISSOURI	9	34	8	12	3	11	0	0
MONTANA	12	2	1	0	0	3	0	0
NEBRASKA	18	4	5	1	0	3	0	0
NEVADA	3	1	7	0	0	0	0	0
NEW HAMPSHIRE	3	2	3	4	1	0	1	0
NEW JERSEY	11	20	24	5	3	24	1	0
NEW MEXICO	7	2	11	11	0	0	0	0
NEW YORK	78	25	107	89	39	34	32	0
NORTH CAROLINA	30	21	6	1	0	29	0	1
NORTH DAKOTA	5	0	0	0	0	0	0	0
OHIO	62	59	27	12	0	27	0	0
OKLAHOMA	14	8	13	3	0	15	0	0
OREGON	22	3	0	0	0	47	0	2
PENNSYLVANIA	63	35	19	0	18	0	22	0
PUERTO RICO	9	25	19	3	12	0	0	1
RHODE ISLAND	0	1	2	10	1	0	0	0
SOUTH CAROLINA	24	13	6	4	0	15	0	1
SOUTH DAKOTA	1	0	0	2	0	3	0	0
TENNESSEE	26	12	40	4		22	0	2
TEXAS	27	64	159	80		11	0	1
UTAH	18	2	89	1		4		0
VERMONT	1	0	0	0	0	0	8	0
VIRGINIA	26	24	15	0		27	1	2
WASHINGTON	36	34	23	0	1	0	0	21
WEST VIRGINIA	5	9	2	2	0	3	0	0
WISCONSIN	26	7	26	2	0	11	0	1
WYOMING	4	1	1	0	0	0	1	0
AMERICAN SAMOA	0	1	0	0	0	0	0	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	2	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,074	787	1,158	365	142	782	120	41
50 STATES, D.C. & P.R.	1,072	782	1,157	365	142	782	120	41

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	24.10	20.48	4.82	1.20	0.00	44.58	3.61	1.20
ALASKA	18.18	18.18	63.64	0.00	0.00	0.00	0.00	0.00
ARIZONA	32.53	18.07	2.41	13.25	0.00	33.73	0.00	0.00
ARKANSAS	10.53	31.58	10.53	10.53	0.00	0.00	36.84	0.00
CALIFORNIA	21.42	15.06	37.75	2.90	1.27	21.23	0.00	0.36
COLORADO	44.93	11.59	10.14	8.70	0.00	24.64	0.00	0.00
CONNECTICUT	22.73	6.82	15.91	13.64	36.36	0.00	4.55	0.00
DELAWARE	16.67	66.67	0.00	16.67	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	42.86	28.57	14.29	14.29	0.00	0.00	0.00	0.00
FLORIDA	21.33	12.00	30.67	4.00	0.00	32.00	0.00	0.00
GEORGIA	21.18	24.71	11.76	12.94	0.00	29.41	0.00	0.00
HAWAII	0.00	50.00	50.00	0.00				
IDAHO	35.71	7.14	0.00	0.00	0.00	57.14	0.00	0.00
ILLINOIS	11.60	20.44	40.88	1.66	1.66	20.99	2.76	0.00
INDIANA	38.75	16.25	26.25	10.00	0.00	7.50	1.25	0.00
IOWA	56.52	15.22	6.52	0.00	0.00	21.74	0.00	0.00
KANSAS	21.88	21.88	18.75	37.50	0.00	0.00	0.00	0.00
KENTUCKY	25.00	10.00	3.33	0.00	1.67	60.00	0.00	0.00
LOUISIANA	22.13	18.03	25.41	0.00	0.00	34.43	0.00	0.00
MAINE	43.48	21.74	17.39	4.35	0.00	13.04	0.00	0.00
MARYLAND	16.33	12.24	18.37	4.08	0.00	48.98	0.00	0.00
MASSACHUSETTS	16.54	3.94	21.26	3.94	30.71		22.83	0.79
MICHIGAN	38.20	26.97	20.79	4.49		8.99	0.00	0.56
MINNESOTA	30.67	14.67	16.00	24.00	0.00	14.67	0.00	0.00
MISSISSIPPI	8.00	28.00	30.00	2.00	0.00	30.00	0.00	2.00
MISSOURI	11.69	44.16	10.39	15.58	3.90	14.29	0.00	0.00
MONTANA	66.67	11.11	5.56	0.00	0.00	16.67	0.00	0.00
NEBRASKA	58.06	12.90	16.13	3.23	0.00	9.68	0.00	0.00
NEVADA	27.27	9.09	63.64	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	21.43	14.29	21.43	28.57	7.14	0.00	7.14	0.00
NEW JERSEY	12.50	22.73	27.27	5.68	3.41	27.27	1.14	0.00
NEW MEXICO	22.58	6.45	35.48	35.48	0.00	0.00	0.00	0.00
NEW YORK	19.50	6.25	26.75	22.25	8.75	8.50	8.00	0.00
NORTH CAROLINA	34.09	23.86	6.82	1.14	0.00	32.95	0.00	1.14
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	33.51	31.89	14.59	5.41	0.00	14.59	0.00	0.00
OKLAHOMA	26.42	15.09	24.53	5.66	0.00	28.30	0.00	0.00
OREGON	29.73	4.05	0.00	0.00	0.00	63.51	0.00	2.70
PENNSYLVANIA	40.13	22.29	12.10	0.00	11.46	0.00	14.01	0.00
PUERTO RICO	13.04	36.23	27.54	4.35	17.39	0.00	0.00	1.45
RHODE ISLAND	0.00	7.14	14.29	71.43	7.14	0.00	0.00	0.00
SOUTH CAROLINA	38.10	20.63	9.52	6.35	0.00	23.81	0.00	1.59
SOUTH DAKOTA	10.00	0.00	0.00	20.00	0.00	70.00	0.00	0.00
TENNESSEE	24.53	11.32	37.74	3.77	0.00	20.75	0.00	1.89
TEXAS	7.85	18.60	46.22	23.26	0.00	3.78	0.00	0.29
UTAH	15.79	1.75	78.07	0.88		3.51		0.00
VERMONT	14.29	0.00	0.00	0.00	0.00	0.00	85.71	0.00
VIRGINIA	26.80	24.74	15.46	0.00	0.00	27.84	3.09	2.06
WASHINGTON	30.00	28.33	19.17	0.00	2.50	0.00	0.00	20.00
WEST VIRGINIA	18.52	33.33	7.41	7.41	0.00	33.33	0.00	0.00
WISCONSIN	35.62	9.59	35.62	2.74	0.00	15.07	0.00	1.37
WYOMING	57.14	14.29	14.29	0.00	0.00	0.00	14.29	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	24.03	17.61	25.91	8.17	3.18	17.50	2.69	0.92
50 STATES, D.C. & P.R.	24.03	17.53	25.94	8.18	3.18	17.53	2.69	0.92

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Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6	8	11	1	0	0	0	1
ALASKA	1	1	0	0	0	0	0	0
ARIZONA	10	10	69	6	3	0	0	3
ARKANSAS	2	5	0	0	1	0	0	0
CALIFORNIA	119	119	641	149	12	0	0	26
COLORADO	58	15	17	5	0	0	0	4
CONNECTICUT	4	2	0	0	0	0	1	0
DELAWARE	2	10	3	4	0	1	0	8
DISTRICT OF COLUMBIA	0	0	0	12	1	0	0	0
FLORIDA	51	32	146	35	1	0	0	4
GEORGIA	13	8	28	0	0	0	0	1
HAWAII	0	2	7	0	.	.	.	.
IDAHO	6	2	0	0	0	0	0	0
ILLINOIS	20	23	102	18	2	7	0	1
INDIANA	30	2	8	3	0	0	0	1
IOWA	20	10	10	2	0	2	0	0
KANSAS	11	6	7	0	0	0	0	0
KENTUCKY	17	6	5	0	0	0	0	2
LOUISIANA	8	22	43	0	0	4	0	3
MAINE	2	1	0	0	0	0	0	1
MARYLAND	6	3	2	3	2	0	1	0
MASSACHUSETTS	24	3	13	1	10		3	5
MICHIGAN	205	108	123	24	.	0	0	13
MINNESOTA	26	16	14	26	1	1	1	1
MISSISSIPPI	5	11	49	4	0	0	0	12
MISSOURI	5	16	12	5	0	0	0	1
MONTANA	1	1	1	0	0	0	0	1
NEBRASKA	7	4	9	0	0	0	1	1
NEVADA	2	2	3	0	0	0	0	1
NEW HAMPSHIRE	2	3	1	0	0	0	1	0
NEW JERSEY	5	0	8	7	8	0	1	1
NEW MEXICO	4	5	10	0	0	0	0	1
NEW YORK	35	11	22	14	12	1	0	4
NORTH CAROLINA	19	13	19	0	0	0	0	2
NORTH DAKOTA	1	2	0	0	1	0	2	0
OHIO	42	64	52	4	0	0	0	13
OKLAHOMA	9	2	1	0	0	0	0	0
OREGON	32	19	4	7	0	0	0	0
PENNSYLVANIA	18	14	82	34	8	0	2	4
PUERTO RICO	7	11	5	0	14	1	0	3
RHODE ISLAND	0	1	7	1	0	0	0	0
SOUTH CAROLINA	7	19	26	3	0	0	0	0
SOUTH DAKOTA	3	2	0	0	0	0	1	0
TENNESSEE	14	8	31	13	0	0	0	17
TEXAS	26	51	191	22	0	0	0	23
UTAH	2	0	1	5	.	0	.	1
VERMONT	6	1	0	0	0	0	0	0
VIRGINIA	13	4	20	0	0	0	0	0
WASHINGTON	15	11	14	3	0	0	0	0
WEST VIRGINIA	2	4	1	0	0	0	0	0
WISCONSIN	18	17	32	2	0	0	0	2
WYOMING	2	4	4	0	0	2	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	945	714	1,856	413	76	19	14	161
50 STATES, D.C. & P.R.	943	714	1,854	413	76	19	14	161

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	22.22	29.63	40.74	3.70	0.00	0.00	0.00	3.70
ALASKA	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	9.90	9.90	68.32	5.94	2.97	0.00	0.00	2.97
ARKANSAS	25.00	62.50	0.00	0.00	12.50	0.00	0.00	0.00
CALIFORNIA	11.16	11.16	60.13	13.98	1.13	0.00	0.00	2.44
COLORADO	58.59	15.15	17.17	5.05	0.00	0.00	0.00	4.04
CONNECTICUT	57.14	28.57	0.00	0.00	0.00	0.00	14.29	0.00
DELAWARE	7.14	35.71	10.71	14.29	0.00	3.57	0.00	28.57
DISTRICT OF COLUMBIA	0.00	0.00	0.00	92.31	7.69	0.00	0.00	0.00
FLORIDA	18.96	11.90	54.28	13.01	0.37	0.00	0.00	1.49
GEORGIA	26.00	16.00	56.00	0.00	0.00	0.00	0.00	2.00
HAWAII	0.00	22.22	77.78	0.00				
IDAHO	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	11.56	13.29	58.96	10.40	1.16	4.05	0.00	0.58
INDIANA	68.18	4.55	18.18	6.82	0.00	0.00	0.00	2.27
IOWA	45.45	22.73	22.73	4.55	0.00	4.55	0.00	0.00
KANSAS	45.83	25.00	29.17	0.00	0.00	0.00	0.00	0.00
KENTUCKY	56.67	20.00	16.67	0.00	0.00	0.00	0.00	6.67
LOUISIANA	10.00	27.50	53.75	0.00	0.00	5.00	0.00	3.75
MAINE	50.00	25.00	0.00	0.00	0.00	0.00	0.00	25.00
MARYLAND	35.29	17.65	11.76	17.65	11.76	0.00	5.88	0.00
MASSACHUSETTS	40.68	5.08	22.03	1.69	16.95		5.08	8.47
MICHIGAN	43.34	22.83	26.00	5.07		0.00	0.00	2.75
MINNESOTA	30.23	18.60	16.28	30.23	1.16	1.16	1.16	1.16
MISSISSIPPI	6.17	13.58	60.49	4.94	0.00	0.00	0.00	14.81
MISSOURI	12.82	41.03	30.77	12.82	0.00	0.00	0.00	2.56
MONTANA	25.00	25.00	25.00	0.00	0.00	0.00	0.00	25.00
NEBRASKA	31.82	18.18	40.91	0.00	0.00	0.00	4.55	4.55
NEVADA	25.00	25.00	37.50	0.00	0.00	0.00	0.00	12.50
NEW HAMPSHIRE	28.57	42.86	14.29	0.00	0.00	0.00	14.29	0.00
NEW JERSEY	16.67	0.00	26.67	23.33	26.67	0.00	3.33	3.33
NEW MEXICO	20.00	25.00	50.00	0.00	0.00	0.00	0.00	5.00
NEW YORK	35.35	11.11	22.22	14.14	12.12	1.01	0.00	4.04
NORTH CAROLINA	35.85	24.53	35.85	0.00	0.00	0.00	0.00	3.77
NORTH DAKOTA	16.67	33.33	0.00	0.00	16.67	0.00	33.33	0.00
OHIO	24.00	36.57	29.71	2.29	0.00	0.00	0.00	7.43
OKLAHOMA	75.00	16.67	8.33	0.00	0.00	0.00	0.00	0.00
OREGON	51.61	30.65	6.45	11.29	0.00	0.00	0.00	0.00
PENNSYLVANIA	11.11	8.64	50.62	20.99	4.94	0.00	1.23	2.47
PUERTO RICO	17.07	26.83	12.20	0.00	34.15	2.44	0.00	7.32
RHODE ISLAND	0.00	11.11	77.78	11.11	0.00	0.00	0.00	0.00
SOUTH CAROLINA	12.73	34.55	47.27	5.45	0.00	0.00	0.00	0.00
SOUTH DAKOTA	50.00	33.33	0.00	0.00	0.00	0.00	16.67	0.00
TENNESSEE	16.87	9.64	37.35	15.66	0.00	0.00	0.00	20.48
TEXAS	8.31	16.29	61.02	7.03	0.00	0.00	0.00	7.35
UTAH	22.22	0.00	11.11	55.56		0.00		11.11
VERMONT	85.71	14.29	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	35.14	10.81	54.05	0.00	0.00	0.00	0.00	0.00
WASHINGTON	34.88	25.58	32.56	6.98	0.00	0.00	0.00	0.00
WEST VIRGINIA	28.57	57.14	14.29	0.00	0.00	0.00	0.00	0.00
WISCONSIN	25.35	23.94	45.07	2.82	0.00	0.00	0.00	2.82
WYOMING	16.67	33.33	33.33	0.00	0.00	16.67	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	22.51	17.01	44.21	9.84	1.81	0.45	0.33	3.84
50 STATES, D.C. & P.R.	22.48	17.02	44.21	9.85	1.81	0.45	0.33	3.84

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	31	20	14	3	0	0	0	5
ALASKA	15	4	6	1	0	0	0	0
ARIZONA	9	10	2	0	0	0	0	2
ARKANSAS	28	29	8	0	0	0	0	2
CALIFORNIA	176	90	128	18	19	0	0	31
COLORADO								
CONNECTICUT	44	19	18	0	7	0	7	1
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	17	0	0	0	0
FLORIDA	8	3	4	1	1	0	0	104
GEORGIA	24	47	27	1	0	0	0	2
HAWAII	0	0	0	0				1
IDAHO	8	9	3	2	1	0	0	0
ILLINOIS	9	20	36	6	3	2	1	75
INDIANA	25	6	2	10	0	0	1	2
IOWA	0	0	0	0	0	0	0	0
KANSAS	33	33	8	3	0	0	0	1
KENTUCKY	17	10	2	2	0	0	0	2
LOUISIANA	48	23	50	3	1	2	0	6
MAINE	33	11	3	2	1	0	0	1
MARYLAND	21	11	22	7	7	0	2	2
MASSACHUSETTS	13	6	9	2	7		7	84
MICHIGAN								
MINNESOTA	56	25	10	32	1	0	0	0
MISSISSIPPI								
MISSOURI	13	44	31	2	7	0	0	0
MONTANA	12	8	4	0	0	0	0	7
NEBRASKA	21	12	15	3	0	0	0	3
NEVADA	7	3	5	0	0	0	0	0
NEW HAMPSHIRE	54	18	7	0	5	0	3	3
NEW JERSEY	17	8	4	2	2	1	0	15
NEW MEXICO	7	8	24	0	0	0	0	2
NEW YORK	171	43	51	27	8	1	2	13
NORTH CAROLINA	90	64	22	6	1	0	0	6
NORTH DAKOTA	8	2	1	0	0	0	0	1
OHIO	65	9	3	3	0	0	0	169
OKLAHOMA	22	13	4	0	0	0	0	0
OREGON	44	17	12	2	1	1	0	4
PENNSYLVANIA	11	5	4	0	0	0	0	0
PUERTO RICO	6	18	6	1	2	1	0	9
RHODE ISLAND	17	6	6	1	2	0	1	16
SOUTH CAROLINA	10	24	2	0	0	0	0	1
SOUTH DAKOTA	1	1	3	0	0	0	1	1
TENNESSEE	94	40	33	2	2	0	0	101
TEXAS	82	187	179	21	0	2	0	131
UTAH	10	4	6	6		0		2
VERMONT	11	4	3	0	2	0	1	2
VIRGINIA	64	47	15	0	0	4	2	3
WASHINGTON	209	196	111	4	2	1	0	7
WEST VIRGINIA	16	7	0	0	0	0	0	1
WISCONSIN	16	21	28	1	0	0	0	6
WYOMING	7	13	9	0	0	4	2	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,685	1,198	1,141	191	82	19	30	826
50 STATES, D.C. & P.R.	1,685	1,198	1,140	191	82	19	30	826

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	 RESOURCE ROOM	 SEPAR CLASS	 PUBLIC SEPAR FACIL	 PRIVATE SEPAR FACIL	 PUBLIC RESID FACIL	 PRIVATE RESID FACIL	 HOME HOSP ENVIR
ALABAMA	42.47	27.40	19.18	4.11	0.00	0.00	0.00	6.85
ALASKA	57.69	15.38	23.08	3.85	0.00	0.00	0.00	0.00
ARIZONA	39.13	43.48	8.70	0.00	0.00	0.00	0.00	8.70
ARKANSAS	41.79	43.28	11.94	0.00	0.00	0.00	0.00	2.99
CALIFORNIA	38.10	19.48	27.71	3.90	4.11	0.00	0.00	6.71
COLORADO								
CONNECTICUT	45.83	19.79	18.75	0.00	7.29	0.00	7.29	1.04
DELAWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	6.35	2.38	3.17	0.79	0.79	0.00	0.00	86.51
GEORGIA	23.76	46.53	26.73	0.99	0.00	0.00	0.00	1.98
HAWAII	0.00	0.00	0.00	0.00				100.00
IDAHO	34.78	39.13	13.04	8.70	4.35	0.00	0.00	0.00
ILLINOIS	5.92	13.16	23.68	3.95	1.97	1.32	0.66	49.34
INDIANA	54.35	13.04	4.35	21.74	0.00	0.00	2.17	4.35
IOWA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
KANSAS	42.31	42.31	10.26	3.85	0.00	0.00	0.00	1.28
KENTUCKY	51.52	30.30	6.06	6.06	0.00	0.00	0.00	6.06
LOUISIANA	36.09	17.29	37.59	2.26	0.75	1.50	0.00	4.51
MAINE	64.71	21.57	5.88	3.92	1.96	0.00	0.00	1.96
MARYLAND	31.08	14.86	29.73	9.46	9.46	0.00	2.70	2.70
MASSACHUSETTS	10.16	4.69	7.03	1.56	5.47		5.47	65.63
MICHIGAN								
MINNESOTA	45.16	20.16	8.06	25.81	0.81	0.00	0.00	0.00
MISSISSIPPI								
MISSOURI	13.40	45.36	31.96	2.06	7.22	0.00	0.00	0.00
MONTANA	46.15	30.77	15.38	0.00	0.00	0.00	0.00	7.69
NEBRASKA	38.89	22.22	27.78	5.56	0.00	0.00	0.00	5.56
NEVADA	46.67	20.00	33.33	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	60.00	20.00	7.78	0.00	5.56	0.00	3.33	3.33
NEW JERSEY	34.69	16.33	8.16	4.08	4.08	2.04	0.00	30.61
NEW MEXICO	17.07	19.51	58.54	0.00	0.00	0.00	0.00	4.88
NEW YORK	54.11	13.61	16.14	8.54	2.53	0.32	0.63	4.11
NORTH CAROLINA	47.62	33.86	11.64	3.17	0.53	0.00	0.00	3.17
NORTH DAKOTA	66.67	16.67	8.33	0.00	0.00	0.00	0.00	8.33
OHIO	26.10	3.61	1.20	1.20	0.00	0.00	0.00	67.87
OKLAHOMA	56.41	33.33	10.26	0.00	0.00	0.00	0.00	0.00
OREGON	54.32	20.99	14.81	2.47	1.23	1.23	0.00	4.94
PENNSYLVANIA	55.00	25.00	20.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	13.95	41.86	13.95	2.33	4.65	2.33	0.00	20.93
RHODE ISLAND	34.69	12.24	12.24	2.04	4.08	0.00	2.04	32.65
SOUTH CAROLINA	27.03	64.86	5.41	0.00	0.00	0.00	0.00	2.70
SOUTH DAKOTA	14.29	14.29	42.86	0.00	0.00	0.00	14.29	14.29
TENNESSEE	34.56	14.71	12.13	0.74	0.74	0.00	0.00	37.13
TEXAS	10.22	23.32	47.26	2.62	0.00	0.25	0.00	16.33
UTAH	35.71	14.29	21.43	21.43		0.00		7.14
VERMONT	47.83	17.39	13.04	0.00	8.70	0.00	4.35	8.70
VIRGINIA	47.41	34.81	11.11	0.00	0.00	2.96	1.48	2.22
WASHINGTON	39.43	36.98	20.94	0.75	0.38	0.19	0.00	1.32
WEST VIRGINIA	66.67	29.17	0.00	0.00	0.00	0.00	0.00	4.17
WISCONSIN	22.22	29.17	38.89	1.39	0.00	0.00	0.00	8.33
WYOMING	18.92	35.14	24.32	0.00	0.00	10.81	5.41	5.41
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	32.58	23.16	22.06	3.69	1.59	0.37	0.58	15.97
50 STATES, D.C. & P.R.	32.59	23.17	22.05	3.69	1.59	0.37	0.58	15.97

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

VISUAL IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	7	1	1	5	0	14	0	0
ALASKA	1	1	1	0	0	0	0	0
ARIZONA	15	1	7	0	0	21	0	1
ARKANSAS	3	3	0	4	0	0	3	0
CALIFORNIA	54	46	153	13	3	38	0	5
COLORADO	12	3	4	4	0	2	0	0
CONNECTICUT	8	5	8	5	5	1	2	1
DELAWARE	0	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	0	0	0	0	0	0
FLORIDA	16	14	15	1	0	32	0	1
GEORGIA	9	4	4	0	0	20	0	1
HAWAII	6	6	5	0				
IDAHO	2	1	1	0	0	0	0	0
ILLINOIS	14	14	7	2	0	19	0	0
INDIANA	26	3	2	9	0	8	0	0
IOWA	10	3	0	0	0	9	0	0
KANSAS	4	5	2	3	0	0	0	0
KENTUCKY	12	4	0	0	0	10	0	0
LOUISIANA	8	5	14	0	0	7	0	0
MAINE	2	1	1	1	0	0	0	0
MARYLAND	4	5	5	4	1	0	20	0
MASSACHUSETTS	15	5	7	1	4		8	0
MICHIGAN	20	17	11	3		6	0	2
MINNESOTA	5	2	2	2	0	7	0	0
MISSISSIPPI	2	2	4	1	0	9	0	0
MISSOURI	3	6	1	10	0	10	0	0
MONTANA	2	0	1	0	0	0	0	0
NEBRASKA	8	1	4	0	0	1	0	0
NEVADA	0	1	0	0	0	0	0	0
NEW HAMPSHIRE	1	2	0	4	0	0	0	0
NEW JERSEY	6	1	0	0	2	0	0	0
NEW MEXICO	2	2	2	0	0	6	0	1
NEW YORK	42	6	19	27	21	1	4	0
NORTH CAROLINA	9	7	4	0	0	9	0	0
NORTH DAKOTA	2	0	0	0	0	0	0	0
OHIO	33	12	4	3	0	28	0	0
OKLAHOMA	6	1	1	0	0	7	0	0
OREGON	4	1	6	0	0	24	0	0
PENNSYLVANIA	22	9	2	2	19	0	15	1
PUERTO RICO	2	21	4	3	0	1	0	0
RHODE ISLAND	1	1	2	0	0	0	0	0
SOUTH CAROLINA	9	9	5	0	0	7	0	1
SOUTH DAKOTA	1	0	0	0	0	5	0	0
TENNESSEE	20	14	9	20	0	0	0	0
TEXAS	14	10	56	10	1	37	0	1
UTAH	17	1	3	1		8		0
VERMONT	4	0	0	0	0	0	0	0
VIRGINIA	18	7	2	0	0	4	0	0
WASHINGTON	6	3	1	0	0	5	0	0
WEST VIRGINIA	6	2	0	1	0	10	0	0
WISCONSIN	20	3	4	3	1	8	0	0
WYOMING	0	2	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	1		0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	1	0	0
U.S. AND OUTLYING AREAS	513	289	385	142	78	375	52	15
50 STATES, D.C. & P.R.	513	289	384	142	77	374	52	15

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	25.00	3.57	3.57	17.86	0.00	50.00	0.00	0.00
ALASKA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	31.91	6.38	14.89	0.00	0.00	44.68	0.00	2.13
ARKANSAS	23.08	23.08	0.00	30.77	0.00	0.00	23.08	0.00
CALIFORNIA	17.31	14.74	49.04	4.17	0.96	12.18	0.00	1.60
COLORADO	52.17	4.35	17.39	17.39	0.00	8.70	0.00	0.00
CONNECTICUT	24.24	9.09	24.24	15.15	15.15	3.03	6.06	3.03
DELAWARE	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	20.25	17.72	18.99	1.27	0.00	40.51	0.00	1.27
GEORGIA	23.68	10.53	10.53	0.00	0.00	52.63	0.00	2.63
HAWAII	35.29	35.29	29.41	0.00				
IDAHO	50.00	25.00	25.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	25.00	25.00	12.50	3.57	0.00	33.93	0.00	0.00
INDIANA	54.17	6.25	4.17	18.75	0.00	16.67	0.00	0.00
IOWA	45.45	13.64	0.00	0.00	0.00	40.91	0.00	0.00
KANSAS	28.57	35.71	14.29	21.43	0.00	0.00	0.00	0.00
KENTUCKY	46.15	15.38	0.00	0.00	0.00	38.46	0.00	0.00
LOUISIANA	18.75	15.63	43.75	0.00	0.00	21.88	0.00	0.00
MAINE	40.00	20.00	20.00	20.00	0.00	0.00	0.00	0.00
MARYLAND	10.26	12[illegible]	12.82	10.26	2.56	0.00	51.28	0.00
MASSACHUSETTS	37.50	12.50	17.50	2.50	10.00		20.00	0.00
MICHIGAN	33.90	28.81	18.64	5.08		10.17	0.00	3.39
MINNESOTA	27.78	11.11	11.11	11.11	0.00	38.89	0.00	0.00
MISSISSIPPI	11.11	11.11	22.22	5.56	0.00	50.00	0.00	0.00
MISSOURI	10.00	20.00	3.33	33.33	0.00	33.33	0.00	0.00
MONTANA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
NEBRASKA	3.85	7.69	30.77	0.00	0.00	7.69	0.00	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	14.29	28.57	0.00	57.14	0.00	0.00	0.00	0.00
NEW JERSEY	66.67	11.11	0.00	0.00	22.22	0.00	0.00	0.00
NEW MEXICO	15.38	15.38	15.38	0.00	0.00	46.15	0.00	7.69
NEW YORK	35.00	5.00	15.83	22.50	17.50	0.83	3.33	0.00
NORTH CAROLINA	31.03	24.14	13.79	0.00	0.00	31.03	0.00	0.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	41.25	15.00	5.00	3.75	0.00	35.00	0.00	0.00
OKLAHOMA	35.71	7.14	7.14	0.00	0.00	50.00	0.00	0.00
OREGON	20.51	2.56	15.38	0.00	0.00	61.54	0.00	0.00
PENNSYLVANIA	24.44	10.00	2.22	2.22	43.33	0.00	16.67	1.11
PUERTO RICO	6.45	67.74	12.90	9.68	0.00	3.23	0.00	0.00
RHODE ISLAND	25.00	25.00	50.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	29.03	29.03	16.13	0.00	0.00	22.58	0.00	3.23
SOUTH DAKOTA	16.67	0.00	0.00	0.00	0.00	83.33	0.00	0.00
TENNESSEE	31.75	22.22	14.29	31.75	0.00	0.00	0.00	0.00
TEXAS	9.40	20.13	37.58	6.71	0.67	24.83	0.00	0.67
UTAH	56.67	3.33	10.00	3.33		26.67		0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	69.23	7.69	7.69	0.00	0.00	15.38	0.00	0.00
WASHINGTON	40.00	20.00	6.67	0.00	0.00	33.33	0.00	0.00
WEST VIRGINIA	31.58	10.53	0.00	5.26	0.00	52.63	0.00	0.00
WISCONSIN	51.28	7.69	10.26	7.69	2.56	20.51	0.00	0.00
WYOMING	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	100.00		0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
U.S. AND OUTLYING AREAS	27.74	15.63	20.82	7.68	4.22	20.28	2.81	0.81
50 STATES, D.C. & P.R.	27.79	15.66	20.80	7.69	4.17	20.26	2.82	0.81

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

AUTISM

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1	3	10	4	2	1	4	0
ALASKA	0	1	2	0	0	0	0	0
ARIZONA	1	2	19	4	13	0	0	1
ARKANSAS	0	2	9	0	0	0	0	0
CALIFORNIA	2	27	190	16	78	0	2	1
COLORADO	3	0	9	0	0	0	0	0
CONNECTICUT	0	0	7	7	6	1	7	0
DELAWARE	0	12	0	6	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	9	0	0	0
FLORIDA	0	0	72	39	3	0	0	0
GEORGIA	2	2	25	2	0	0	1	0
HAWAII	0	0	7	0				
IDAHO	2	0	7	0	0	0	0	0
ILLINOIS	3	1	25	14	29	0	2	0
INDIANA	3	7	43	15	0	3	7	3
IOWA	6	1	13	0	0	0	1	0
KANSAS	1	2	5	0	1	0	1	0
KENTUCKY	0	1	8	0	0	0	0	1
LOUISIANA	1	0	58	1	0	5	0	1
MAINE	0	1	4	0	0	0	3	0
MARYLAND	0	2	12	9	9	0	5	0
MASSACHUSETTS	1	0	18	6	20		47	1
MICHIGAN	19	11	98	114		2	0	0
MINNESOTA	4	7	29	11	0	0	0	0
MISSISSIPPI	0	1	15	1	0	4	0	1
MISSOURI	2	4	26	12	2	0	0	0
MONTANA	0	0	4	0	0	0	0	0
NEBRASKA	0	0	6	0	0	0	1	0
NEVADA	0	0	4	1	0	0	0	0
NEW HAMPSHIRE	2	1	0	2	0	0	1	0
NEW JERSEY	0	1	3	17	46	11	4	1
NEW MEXICO		2	8	0	0	0	0	1
NEW YORK	9	5	35	149	34	0	39	2
NORTH CAROLINA	2	1	85	21	1	1	0	0
NORTH DAKOTA	0	1	1	0	1	2	0	0
OHIO	6	2	5	1	0	0	0	0
OKLAHOMA	0	0	5	0	0	0	1	0
OREGON	26	21	26	0	6	0	0	0
PENNSYLVANIA	3	3	51	14	3	0	0	0
PUERTO RICO	0	0	34	9	2	0	0	9
RHODE ISLAND	1	1	0	0	5	0	3	0
SOUTH CAROLINA	0	1	21	2	0	0	0	2
SOUTH DAKOTA	0	2	2	0	1	0	4	0
TENNESSEE	0	4	40	6	4	1	0	0
TEXAS	0	12	174	47	0	1	3	3
UTAH	1	1	11	10		0		0
VERMONT	0	0	1	1	1	0	0	0
VIRGINIA	1	3	39	10	4	5	9	0
WASHINGTON	0	4	8	1	0	0	0	0
WEST VIRGINIA	0	3	6	0	0	0	0	1
WISCONSIN	1	3	32	2	0	0	0	1
WYOMING	0	0	1	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	104	160	1,305	576	279	40	145	29
50 STATES, D.C. & P.R.	104	160	1,305	576	279	40	145	29

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

AUTISM

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	4.00	12.00	40.00	16.00	8.00	4.00	16.00	0.00
ALASKA	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.56	5.13	46.15	10.26	33.33	0.00	0.00	2.56
ARKANSAS	0.00	18.18	81.82	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	0.60	8.04	56.55	10.71	23.21	0.00	0.60	0.30
COLORADO	30.77	0.00	69.23	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	0.00	0.00	25.00	25.00	21.43	3.57	25.00	0.00
DELAWARE	0.00	66.67	0.00	33.33	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	63.16	34.21	2.63	0.00	0.00	0.00
GEORGIA	6.25	6.25	78.13	6.25	0.00	0.00	3.13	0.00
HAWAII	0.00	0.00	100.00	0.00				
IDAHO	22.22	0.00	77.78	0.00	0.00	0.00	0.00	0.00
ILLINOIS	4.05	1.35	33.78	18.92	39.19	0.00	2.70	0.00
INDIANA	3.70	8.64	53.09	18.52	0.00	3.70	8.64	3.70
IOWA	28.57	4.76	61.90	0.00	0.00	0.00	4.76	0.00
KANSAS	10.00	20.00	50.00	0.00	10.00	0.00	10.00	0.00
KENTUCKY	0.00	10.00	80.00	0.00	0.00	0.00	0.00	10.00
LOUISIANA	1.47	0.00	85.29	4.41	0.00	7.35	0.00	1.47
MAINE	0.00	12.50	50.00	0.00	0.00	0.00	37.50	0.00
MARYLAND	0.00	5.56	33.33	25.00	22.22	0.00	13.89	0.00
MASSACHUSETTS	1.08	0.00	19.35	6.45	21.51		50.54	1.08
MICHIGAN	7.79	4.51	40.16	46.72		0.82	0.00	0.00
MINNESOTA	7.84	13.73	56.86	21.57	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	5.88	58.82	5.88	0.00	23.53	0.00	5.88
MISSOURI	4.35	8.70	56.52	26.09	4.35	0.00	0.00	0.00
MONTANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	85.71	0.00	0.00	0.00	14.29	0.00
NEVADA	0.00	0.00	80.00	20.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	25.00	37.50	0.00	25.00	0.00	0.00	12.50	0.00
NEW JERSEY	0.00	1.18	3.53	20.00	54.12	15.29	4.71	1.18
NEW MEXICO		22.22	66.67	0.00	0.00	0.00	0.00	11.11
NEW YORK	3.30	1.83	12.82	54.58	12.45	0.00	14.29	0.73
NORTH CAROLINA	1.80	0.90	76.58	18.92	0.90	0.90	0.00	0.00
NORTH DAKOTA	0.00	20.00	20.00	0.00	20.00	40.00	0.00	0.00
OHIO	42.86	14.29	35.71	7.14	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	83.33	0.00	0.00	0.00	16.67	0.00
OREGON	32.91	26.58	32.91	0.00	7.59	0.00	0.00	0.00
PENNSYLVANIA	4.05	4.05	68.92	18.92	4.05	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	62.96	16.67	3.70	0.00	0.00	16.67
RHODE ISLAND	10.00	10.00	0.00	0.00	50.00	0.00	30.00	0.00
SOUTH CAROLINA	0.00	3.85	80.77	7.69	0.00	0.00	0.00	7.69
SOUTH DAKOTA	0.00	22.22	22.22	0.00	11.11	0.00	44.44	0.00
TENNESSEE	0.00	7.27	72.73	10.91	7.27	1.82	0.00	0.00
TEXAS	0.00	5.00	72.50	19.58	0.00	0.42	1.25	1.25
UTAH	4.35	4.35	47.83	43.48		0.00		0.00
VERMONT	0.00	0.00	33.33	33.33	33.33	0.00	0.00	0.00
VIRGINIA	1.41	4.23	54.93	14.08	5.63	7.04	12.68	0.00
WASHINGTON	0.00	30.77	61.54	7.69	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	30.00	60.00	0.00	0.00	0.00	0.00	10.00
WISCONSIN	2.56	7.69	82.05	5.13	0.00	0.00	0.00	2.56
WYOMING	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0:00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	3.94	6.07	49.47	21.83	10.58	1.52	5.50	1.10
50 STATES, D.C. & P.R.	3.94	6.07	49.47	21.83	10.58	1.52	5.50	1.10

Please see data notes for an explanation of individual State differences.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

DEAF-BLINDNESS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	1	0	0	1	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	14	1	3	5	0	0	0	0
ARKANSAS	0	0	0	0	0	0	1	0
CALIFORNIA	1	3	20	5	2	0	0	1
COLORADO	1	2	4	2	0	0	0	0
CONNECTICUT	1	1	0	0	2	0	1	0
DELAWARE	0	2	0	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2	0	0	0	0
FLORIDA	0	0	1	1	0	0	0	0
GEORGIA	0	0	1	3	0	2	0	0
HAWAII	0	0	0	0				
IDAHO	1	0	0	0	0	0	0	0
ILLINOIS	1	0	4	0	0	5	0	0
INDIANA	0	0	4	5	0	2	4	1
IOWA	0	0	0	0	0	0	0	0
KANSAS	0	0	1	0	0	0	0	1
KENTUCKY	0	0	0	0	0	0	0	0
LOUISIANA	0	0	1	0	0	2	0	0
MAINE	0	0	0	0	0	0	1	0
MARYLAND	0	0	0	0	0	0	3	0
MASSACHUSETTS	0	0	1	0	2		4	0
MICHIGAN								
MINNESOTA	0	0	0	0	0	4	0	0
MISSISSIPPI	0	1	1	0	0	0	0	0
MISSOURI	0	2	5	2	0	1	0	0
MONTANA	0	0	1	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	1	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	5	0	0
NEW MEXICO			0	0	0	0	0	0
NEW YORK	1	0	0	1	0	0	1	0
NORTH CAROLINA	0	0	0	0	2	2	0	0
NORTH DAKOTA	0	0	0	0	0	1	0	0
OHIO	0	0	1	2	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	1
OREGON	0	0	1	0	0	0	0	0
PENNSYLVANIA	0	1	0	0	0	0	0	0
PUERTO RICO	0	0	1	11	0	0	0	1
RHODE ISLAND	0	0	0	0	0	0	1	0
SOUTH CAROLINA	0	0	0	0	0	4	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	1	0	0	0	0
TEXAS	0	2	16	4	0	9	0	0
UTAH	0	0	2	3		0		0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	0	0	2	0	0	0	0	0
WEST VIRGINIA	0	0	0	1	0	3	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	20	18	71	49	8	41	16	5
50 STATES, D.C. & P.R.	20	18	71	49	8	41	16	5

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

DEAF-BLINDNESS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
ALASKA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	60.87	4.35	13.04	21.74	0.00	0.00	0.00	0.00
ARKANSAS	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
CALIFORNIA	3.13	9.38	62.50	15.63	6.25	0.00	0.00	3.13
COLORADO	11.11	22.22	44.44	22.22	0.00	0.00	0.00	0.00
CONNECTICUT	20.00	20.00	0.00	0.00	40.00	0.00	20.00	0.00
DELAWARE	0.00	66.67	0.00	33.33	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	16.67	50.00	0.00	33.33	0.00	0.00
HAWAII	0.00	0.00	0.00	0.00				
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	10.00	0.00	40.00	0.00	0.00	50.00	0.00	0.00
INDIANA	0.00	0.00	25.00	31.25	0.00	12.50	25.00	6.25
IOWA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
KANSAS	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
KENTUCKY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
MARYLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
MASSACHUSETTS	0.00	0.00	14.29	0.00	28.57		57.14	0.00
MICHIGAN								
MINNESOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSISSIPPI	0.00	75.00	25.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	20.00	50.00	20.00	0.00	10.00	0.00	0.00
MONTANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEW MEXICO			0.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	33.33	0.00	0.00	33.33	0.00	0.00	33.33	0.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	50.00	50.00	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
OHIO	0.00	0.00	33.33	66.67	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
OREGON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	7.69	84.62	0.00	0.00	0.00	7.69
RHODE ISLAND	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
TEXAS	0.00	6.45	51.61	12.90	0.00	29.03	0.00	0.00
UTAH	0.00	0.00	40.00	60.00		0.00		0.00
VERMONT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WASHINGTON	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	25.00	0.00	75.00	0.00	0.00
WISCONSIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	8.77	7.89	31.14	21.49	3.51	17.98	7.02	2.19
50 STATES, D.C. & P.R.	8.77	7.89	31.14	21.49	3.51	17.98	7.02	2.19

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

TRAUMATIC BRAIN INJURY

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5	4	4	2	0	0	0	4
ALASKA	2	1	3	0	0	0	0	0
ARIZONA	2	5	2	0	0	0	0	0
ARKANSAS	2	3	1	0	0	0	1	2
CALIFORNIA	15	15	17	2	4	0	0	1
COLORADO	9	2	5	0	0	0	1	2
CONNECTICUT	2	3	2	2	1	0	0	0
DELAWARE	0	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	7	5	6	5	0	0	0	1
GEORGIA	6	6	10	2	0	0	0	1
HAWAII	0	0	0	0				
IDAHO	5	4	2	0	0	0	0	0
ILLINOIS	4	8	13	7	2	2	0	0
INDIANA	16	5	11	3	0	0	1	2
IOWA	9	4	5	0	0	1	0	0
KANSAS	2	4	5	1	0	0	0	2
KENTUCKY	3	3	3	3	0	0	0	1
LOUISIANA	4	3	11	0	0	0	0	3
MAINE	1	5	2	0	0	0	0	0
MARYLAND	3	6	3	3	1	0	2	1
MASSACHUSETTS	2	1	6	3	7		7	3
MICHIGAN								
MINNESOTA	5	3	5	4	0	2	3	0
MISSISSIPPI	0	1	3	1	0	0	1	1
MISSOURI	2	4	9	5	0	0	0	1
MONTANA	3	2	0	0	0	0	0	0
NEBRASKA	9	4	6	1	1	0	0	1
NEVADA	1	2	0	0	0	0	0	1
NEW HAMPSHIRE	1	1	0	0	0	0	0	1
NEW JERSEY	2	4	0	2	2	0	1	0
NEW MEXICO	6	3	11	0	0	3	0	0
NEW YORK	27	20	30	12	1	0	2	10
NORTH CAROLINA	6	2	4	2	0	0	0	6
NORTH DAKOTA	1	3	0	0	0	0	1	1
OHIO	14	3	4	4	0	0	0	3
OKLAHOMA	9	5	4	0	0	0	0	1
OREGON	13	9	5	1	0	0	0	1
PENNSYLVANIA	8	17	16	3	108	0	20	0
PUERTO RICO	2	0	0	0	0	0	0	0
RHODE ISLAND	2	0	0	0	1	0	0	0
SOUTH CAROLINA	0	0	4	0	0	0	0	1
SOUTH DAKOTA	2	2	0	0	0	1	3	0
TENNESSEE	9	5	13	0	0	0	0	1
TEXAS	2	17	27	5	0	0	0	5
UTAH	6	5	38	6		0		1
VERMONT	2	0	2	0	0	0	0	0
VIRGINIA	2	7	7	0	0	0	0	2
WASHINGTON	5	9	3	0	1	0	0	1
WEST VIRGINIA	4	2	4	0	0	0	0	1
WISCONSIN	6	16	14	1	0	1	0	0
WYOMING	3	8	1	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	251	242	343	80	129	11	43	61
50 STATES, D.C. & P.R.	251	242	341	80	129	11	43	61

Please see data notes for an explanation of individual State differences.
SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1996-97 School Year

TRAUMATIC BRAIN INJURY

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	26.32	21.05	21.05	10.53	0.00	0.00	0.00	21.05
ALASKA	33.33	16.67	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	22.22	55.56	22.22	0.00	0.00	0.00	0.00	0.00
ARKANSAS	22.22	33.33	11.11	0.00	0.00	0.00	11.11	22.22
CALIFORNIA	20.27	20.27	50.00	2.70	5.41	0.00	0.00	1.35
COLORADO	47.37	10.53	26.32	0.00	0.00	0.00	5.26	10.53
CONNECTICUT	20.00	30.00	20.00	20.00	10.00	0.00	0.00	0.00
DELAWARE	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	29.17	20.83	25.00	20.83	0.00	0.00	0.00	4.17
GEORGIA	24.00	24.00	40.00	8.00	0.00	0.00	0.00	4.00
HAWAII	0.00	0.00	0.00	0.00	.	.	.	.
IDAHO	45.45	36.36	18.18	0.00	0.00	0.00	0.00	0.00
ILLINOIS	11.11	22.22	36.11	19.44	5.56	5.56	0.00	0.00
INDIANA	42.11	13.16	28.95	7.89	0.00	0.00	2.63	5.26
IOWA	47.37	21.05	26.32	0.00	0.00	5.26	0.00	0.00
KANSAS	14.29	28.57	35.71	7.14	0.00	0.00	0.00	14.29
KENTUCKY	23.08	23.08	23.08	23.08	0.00	0.00	0.00	7.69
LOUISIANA	19.05	14.29	52.38	0.00	0.00	0.00	0.00	14.29
MAINE	12.50	62.50	25.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	15.79	31.58	15.79	15.79	5.26	0.00	10.53	5.26
MASSACHUSETTS	6.90	3.45	20.69	10.34	24.14	.	24.14	10.34
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	22.73	13.64	22.73	18.18	0.00	9.09	13.64	0.00
MISSISSIPPI	0.00	14.29	42.86	14.29	0.00	0.00	14.29	14.29
MISSOURI	9.52	19.05	42.86	23.81	0.00	0.00	0.00	4.76
MONTANA	60.00	40.00	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	40.91	18.18	27.27	4.55	4.55	0.00	0.00	4.55
NEVADA	25.00	50.00	0.00	0.00	0.00	0.00	0.00	25.00
NEW HAMPSHIRE	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	18.18	36.36	0.00	18.18	18.18	0.00	9.09	0.00
NEW MEXICO	26.09	13.04	47.83	0.00	0.00	13.04	0.00	0.00
NEW YORK	26.47	19.61	29.41	11.76	0.98	0.00	1.96	9.80
NORTH CAROLINA	30.00	10.00	20.00	10.00	0.00	0.00	0.00	30.00
NORTH DAKOTA	16.67	50.00	0.00	0.00	0.00	0.00	16.67	16.67
OHIO	50.00	10.71	14.29	14.29	0.00	0.00	0.00	10.71
OKLAHOMA	47.37	26.32	21.05	0.00	0.00	0.00	0.00	5.26
OREGON	44.83	31.03	17.24	3.45	0.00	0.00	0.00	3.45
PENNSYLVANIA	4.65	9.88	9.30	1.74	62.79	0.00	11.63	0.00
PUERTO RICO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
RHODE ISLAND	66.67	0.00	0.00	0.00	33.33	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	80.00	0.00	0.00	0.00	0.00	20.00
SOUTH DAKOTA	25.00	25.00	0.00	0.00	0.00	12.50	37.50	0.00
TENNESSEE	32.14	17.86	46.43	0.00	0.00	0.00	0.00	3.57
TEXAS	3.57	30.36	48.21	8.93	0.00	0.00	0.00	8.93
UTAH	10.71	8.93	67.86	10.71	.	0.00	.	1.79
VERMONT	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	11.11	38.89	38.89	0.00	0.00	0.00	0.00	11.11
WASHINGTON	26.32	47.37	15.79	0.00	5.26	0.00	0.00	5.26
WEST VIRGINIA	36.36	18.18	36.36	0.00	0.00	0.00	0.00	9.09
WISCONSIN	15.79	42.11	36.84	2.63	0.00	2.63	0.00	0.00
WYOMING	23.08	61.54	7.69	0.00	0.00	7.69	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	21.64	20.86	29.57	6.90	11.12	0.95	3.71	5.26
50 STATES, D.C. & P.R.	21.68	20.90	29.45	6.91	11.14	0.95	3.71	5.27

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Data based on December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group During the 1987-88 Through 1996-97 School Years

AGE GROUP 3-5

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	122,864	43,158	87,316	25,100	20,101	1,066	480	6,178	306,263
1988-89	140,364	53,706	87,595	26,106	16,698	1,080	338	6,573	332,460
1989-90	159,554	42,630	98,879	25,954	20,198	1,059	443	7,635	356,352
1990-91	163,723	47,946	99,233	30,020	18,897	969	348	7,252	368,388
1991-92	173,364	41,436	108,507	17,984	26,251	931	250	4,394	373,117
1992-93	220,018	56,599	141,566	22,199	13,222	1,541	313	7,270	462,728
1993-94	237,470	44,175	151,088	22,453	20,529	983	555	9,045	486,298
1994-95	243,226	44,657	152,000	19,539	7,070	633	245	12,474	479,844
1995-96	268,130	48,307	162,814	23,551	6,633	729	199	11,803	522,166
1996-97	263,156	46,401	166,917	20,732	8,543	694	177	10,212	516,832

AGE GROUP 6-11

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	832,284	747,080	431,042	47,685	23,191	4,509	2,784	6,266	2,094,841
1988-89	898,693	762,537	449,059	45,567	22,026	5,562	2,601	7,348	2,193,413
1989-90	937,329	748,115	463,525	45,186	24,156	6,144	2,626	6,303	2,233,384
1990-91	992,884	727,000	497,003	42,739	24,773	5,402	2,545	7,370	2,299,716
1991-92	1,075,455	726,035	463,267	37,018	27,467	5,872	2,098	5,141	2,342,353
1992-93	1,164,427	617,476	477,765	37,856	25,419	7,159	2,269	7,194	2,339,565
1993-94	1,313,089	608,776	472,899	33,112	14,456	4,416	2,295	6,429	2,455,472
1994-95	1,364,545	610,920	475,664	31,959	15,000	4,057	2,161	6,226	2,510,532
1995-96	1,424,309	624,095	476,965	34,413	15,539	4,113	2,321	6,308	2,588,063
1996-97	1,475,507	636,219	479,222	33,145	16,151	3,921	2,397	6,205	2,652,767

AGE GROUP 12-17

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	315,192	803,174	502,486	70,286	26,079	12,151	7,545	19,409	1,756,322
1988-89	335,057	779,691	487,524	63,144	26,071	12,918	7,210	22,532	1,734,147
1989-90	360,143	769,427	517,752	64,885	26,183	15,695	7,355	15,950	1,777,390
1990-91	400,416	783,562	526,763	59,118	27,034	14,701	7,259	14,038	1,832,891
1991-92	445,691	821,318	517,011	54,895	29,264	16,786	7,317	13,815	1,906,097
1992-93	609,919	759,618	530,137	54,342	25,825	15,179	7,655	14,517	2,017,192
1993-94	687,004	725,572	534,931	51,246	25,446	13,663	8,030	17,304	2,063,196
1994-95	745,534	731,410	548,839	50,958	27,919	14,249	8,219	18,621	2,145,749
1995-96	793,334	755,901	541,261	54,924	28,719	13,219	8,687	18,379	2,214,424
1996-97	839,517	783,062	564,229	56,811	30,290	14,079	10,281	18,792	2,317,061

Beginning in 1987-88, data on youth with disabilities served in correctional facilities were collected as duplicated counts of data reported under one of the other environments. Prior to this time, a separate unduplicated count was collected for students served in correctional facilities. These students are excluded from the totals in the years prior to 1987-88.

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

Resid=Residential, Hosp=Hospital, Envir=Environment

Data based on the December 1, 1997 count, updated as of September 1, 1998.

Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group During the 1987-88 Through 1996-97 School Years

AGE GROUP 18-21

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	28,715	78,332	72,752	26,209	6,504	4,393	2,015	3,527	222,447
1988-89	32,132	79,255	71,315	26,023	7,075	5,290	2,095	3,204	226,389
1989-90	37,910	75,558	76,416	25,732	6,313	6,181	2,183	3,007	233,300
1990-91	39,319	80,278	71,013	23,916	6,515	4,621	2,250	2,993	230,905
1991-92	42,253	78,389	72,834	20,205	6,311	5,569	2,118	2,317	229,996
1992-93	56,802	79,024	70,399	20,034	5,867	4,522	1,828	3,088	241,564
1993-94	63,393	67,002	73,394	18,740	5,801	5,061	1,755	3,167	238,313
1994-95	66,360	64,310	73,181	16,994	5,864	4,019	2,445	3,266	236,439
1995-96	68,862	65,970	70,860	18,897	6,213	3,921	1,848	3,241	239,812
1996-97	73,214	69,259	75,258	18,890	6,276	3,785	1,973	3,317	251,972

AGE GROUP 6-21

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	1,176,191	1,628,586	1,006,280	144,180	55,774	21,053	12,344	29,202	4,073,610
1988-89	1,265,882	1,621,483	1,007,898	134,734	55,172	23,790	11,906	33,084	4,153,949
1989-90	1,335,382	1,593,100	1,057,693	135,803	56,652	28,020	12,164	25,260	4,244,074
1990-91	1,432,619	1,590,840	1,094,779	125,773	58,322	24,724	12,054	24,401	4,363,512
1991-92	1,563,399	1,625,742	1,053,112	112,118	63,042	28,227	11,533	21,273	4,478,446
1992-93	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799	4,598,321
1993-94	2,063,486	1,401,350	1,081,224	103,098	45,703	23,140	12,080	26,900	4,756,981
1994-95	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113	4,892,720
1995-96	2,286,505	1,445,966	1,089,086	108,234	50,471	21,253	12,856	27,928	5,042,299
1996-97	2,388,238	1,488,540	1,118,709	108,846	52,717	21,785	14,651	28,314	5,221,800

Age Group 3-21

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	1,299,055	1,671,744	1,093,596	169,280	75,875	22,119	12,824	35,380	4,379,873
1988-89	1,406,246	1,675,189	1,095,493	160,840	71,870	24,870	12,244	39,657	4,486,409
1989-90	1,494,936	1,635,730	1,156,572	161,757	76,850	29,079	12,607	32,895	4,600,426
1990-91	1,596,342	1,638,786	1,194,012	155,793	77,219	25,693	12,402	31,653	4,731,900
1991-92	1,736,763	1,667,178	1,161,619	130,102	89,293	29,158	11,783	25,667	4,851,563
1992-93	2,051,166	1,512,717	1,219,867	134,431	70,333	28,401	12,065	32,069	5,061,049
1993-94	2,300,956	1,445,525	1,232,312	125,551	66,232	24,123	12,635	35,945	5,243,279
1994-95	2,419,665	1,451,297	1,249,684	119,450	55,853	22,958	13,070	40,587	5,372,564
1995-96	2,554,635	1,494,273	1,251,900	131,785	57,104	21,982	13,055	39,731	5,564,465
1996-97	2,651,394	1,534,941	1,285,626	129,578	61,260	22,479	14,828	38,526	5,738,632

Beginning in 1987-88, data on youth with disabilities served in correctional facilities were collected as duplicated counts of data reported under one of the other environments. Prior to this time, a separate unduplicated count was collected for students served in correctional facilities. These students are excluded from the totals in the years prior to 1987-88.

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

Resid=Residential; Hosp=Hospital; Envir=Environment

Data based on the December 1, 1997 count, updated as of September 1, 1998.

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability During the 1987-88 Through 1996-97 School Years

SPECIFIC LEARNING DISABILITIES

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	336,542	1,131,297	415,193	17,500	8,310	983	949	2,311	1,913,085
1988-89	388,991	1,148,804	415,004	18,811	7,376	1,359	807	2,193	1,983,345
1989-90	423,425	1,148,624	443,840	17,963	8,622	1,578	898	2,220	2,047,170
1990-91	483,392	1,151,746	480,313	13,232	9,351	1,478	1,380	4,939	2,145,831
1991-92	560,661	1,231,560	455,645	13,165	7,839	1,929	919	2,183	2,273,921
1992-93	821,344	1,035,787	473,008	10,462	8,026	2,751	909	5,552	2,357,839
1993-94	957,770	1,000,140	457,622	7,625	6,268	1,994	1,023	3,757	2,436,199
1994-95	1,032,624	996,417	461,828	8,401	7,066	2,092	1,193	4,092	2,513,701
1995-96	1,096,646	1,018,455	448,986	9,284	7,509	1,858	1,354	4,417	2,588,509
1996-97	1,146,168	1,035,406	454,822	9,542	7,789	2,091	1,351	4,679	2,661,848

SPEECH OR LANGUAGE IMPAIRMENTS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	704,034	185,730	35,978	3,211	10,487	454	497	549	940,940
1988-89	731,585	184,209	36,747	3,059	10,598	376	458	1,010	968,042
1989-90	756,832	174,009	37,563	2,855	11,656	811	293	770	984,789
1990-91	776,247	136,779	55,549	3,223	10,097	246	411	1,480	984,032
1991-92	845,601	90,278	38,456	1,907	11,900	344	291	458	989,235
1992-93	811,166	106,402	59,315	2,272	11,246	477	130	1,256	992,264
1993-94	877,007	76,160	45,228	1,590	1,232	166	167	471	1,002,021
1994-95	879,681	78,125	45,892	1,936	1,327	170	145	643	1,007,919
1995-96	892,251	65,770	45,364	1,792	1,381	129	158	761	1,007,606
1996-97	927,727	68,794	46,110	1,950	1,415	145	199	726	1,047,066

MENTAL RETARDATION

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	33,807	142,570	342,194	60,929	6,847	4,040	2,323	2,043	594,753
1988-89	33,825	128,171	336,457	56,511	7,846	4,380	2,278	1,986	571,454
1989-90	37,942	112,997	343,454	51,200	6,581	5,621	2,271	2,124	562,190
1990-91	40,943	126,876	321,823	48,252	6,079	3,855	2,168	2,387	552,383
1991-92	26,731	134,235	312,403	40,650	5,928	4,692	1,414	1,653	527,706
1992-93	37,466	141,028	298,957	35,871	5,799	3,119	1,375	2,770	526,385
1993-94	47,317	144,298	314,669	32,454	6,014	2,642	1,242	3,028	551,664
1994-95	55,118	154,354	317,803	29,861	5,809	2,137	1,363	2,706	569,151
1995-96	60,189	167,587	318,121	29,527	5,514	2,086	1,254	2,817	587,095
1996-97	62,248	168,516	321,132	29,254	5,452	1,813	1,243	2,932	592,590

Beginning in 1987-88, data on youth with disabilities served in correctional facilities were collected as duplicated counts of data reported under one of the other environments. Prior to this time, a separate unduplicated count was collected for students served in correctional facilities. These students are excluded from the totals in the years prior to 1987-88.

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

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Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability During the 1987-88 Through 1996-97 School Years

EMOTIONAL DISTURBANCE

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	47,038	122,990	129,416	33,483	20,179	6,684	6,289	8,267	374,346
1988-89	52,819	112,622	134,264	29,866	20,259	7,975	6,309	10,821	374,935
1989-90	56,366	107,910	141,704	32,075	19,657	8,330	5,920	7,654	379,616
1990-91	65,462	113,588	139,303	29,914	22,103	7,709	5,966	5,664	389,709
1991-92	61,854	108,437	144,024	30,299	24,100	9,423	6,019	6,034	390,190
1992-93	77,415	105,186	138,735	33,440	20,728	7,186	6,576	5,039	394,305
1993-94	81,975	103,321	141,519	33,189	20,628	5,974	6,669	7,326	400,601
1994-95	93,335	101,866	149,076	35,022	22,608	7,111	6,907	7,687	423,612
1995-96	102,308	103,072	149,478	37,051	21,434	6,522	6,792	7,113	435,772
1996-97	99,956	103,352	156,759	36,223	24,513	7,915	8,295	6,603	443,636

MULTIPLE DISABILITIES

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	4,867	10,081	34,725	15,383	5,274	2,025	983	2,368	75,706
1988-89	5,503	11,037	36,094	15,034	5,183	2,090	1,072	2,173	78,186
1989-90	5,141	12,355	37,891	19,552	5,993	2,155	1,248	2,312	86,647
1990-91	6,195	16,085	39,999	19,521	6,329	2,261	1,013	1,973	93,376
1991-92	5,764	16,778	43,735	14,823	6,153	2,242	1,241	2,077	92,813
1992-93	7,801	19,664	45,994	18,483	5,922	2,215	1,332	1,822	103,233
1993-94	9,873	21,553	48,034	18,004	5,809	2,083	1,415	2,187	108,958
1994-95	8,116	10,751	46,314	13,727	5,967	1,844	1,344	2,237	90,300
1995-96	9,268	14,428	43,465	18,610	6,250	1,449	1,443	2,220	97,133
1996-97	9,894	17,252	46,194	18,480	6,546	1,498	1,683	2,552	104,099

HEARING IMPAIRMENTS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	13,613	11,632	19,615	3,859	2,140	4,236	536	131	55,762
1988-89	14,791	11,573	18,446	3,134	1,555	4,970	430	128	55,027
1989-90	15,146	10,170	17,782	3,908	2,028	6,423	479	117	56,053
1990-91	16,157	11,844	19,693	3,504	1,988	6,261	383	315	60,145
1991-92	16,469	12,477	19,017	3,512	2,327	6,548	474	80	60,904
1992-93	18,276	12,227	17,435	3,448	1,674	8,146	542	234	61,982
1993-94	20,266	13,230	20,295	2,701	1,963	7,030	531	147	66,163
1994-95	22,539	12,443	18,381	2,447	1,850	5,894	652	133	64,339
1995-96	24,034	12,532	17,778	2,818	1,791	6,648	663	175	66,439
1996-97	25,613	12,531	18,160	3,377	1,778	5,886	588	282	68,215

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Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

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Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability During the 1987-88 Through 1996-97 School Years

ORTHOPEDIC IMPAIRMENTS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	13,128	8,509	15,004	4,965	1,282	210	240	3,916	47,254
1988-89	13,648	8,668	15,605	3,905	1,257	148	195	3,223	46,649
1989-90	14,410	9,199	16,867	3,915	914	204	272	2,890	48,671
1990-91	15,089	11,349	16,858	3,595	922	154	205	2,862	51,034
1991-92	16,410	10,632	17,374	2,849	828	133	318	2,074	50,618
1992-93	18,557	10,581	18,014	2,757	771	194	104	1,854	52,832
1993-94	21,397	11,819	19,018	2,264	742	172	89	1,675	57,176
1994-95	23,607	12,442	19,095	2,654	733	162	90	1,589	60,372
1995-96	25,357	12,901	18,964	2,634	662	60	87	1,504	62,169
1996-97	27,428	13,430	20,230	2,602	684	85	63	1,486	66,008

OTHER HEALTH IMPAIRMENTS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	14,764	10,062	9,058	3,765	832	187	199	9,437	48,304
1988-89	15,864	10,781	10,405	3,258	853	197	218	11,424	53,000
1989-90	16,712	11,952	13,041	3,284	873	195	367	7,026	53,450
1990-91	17,802	16,319	15,469	3,323	979	283	289	4,489	58,953
1991-92	19,266	15,062	11,678	1,142	648	83	194	6,448	54,521
1992-93	26,233	17,969	13,477	1,090	527	170	143	5,956	65,565
1993-94	33,469	22,581	17,818	1,049	464	102	201	7,885	83,569
1994-95	45,439	30,952	19,751	1,210	608	120	215	8,522	106,817
1995-96	58,495	40,813	24,932	1,483	798	103	219	8,412	135,255
1996-97	68,522	57,319	28,675	1,690	976	132	229	8,420	165,963

VISUAL IMPAIRMENTS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	8,260	5,602	4,548	794	385	1,900	286	122	21,897
1988-89	8,684	5,539	4,431	803	212	1,962	84	108	21,823
1989-90	9,250	5,561	4,960	778	274	2,181	375	129	23,508
1990-91	11,177	6,159	5,295	925	410	2,125	219	260	26,570
1991-92	9,937	5,325	4,923	767	1,370	2,379	286	106	25,093
1992-93	10,769	4,987	4,266	930	399	2,029	191	120	23,691
1993-94	11,252	5,299	4,567	630	404	2,366	173	135	24,826
1994-95	11,534	5,295	4,322	729	474	2,384	234	132	25,104
1995-96	12,021	5,186	4,299	869	488	1,978	201	145	25,187
1996-97	12,523	4,993	4,572	989	517	1,897	270	159	25,920

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Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability During the 1987-88 Through 1996-97 School Years

AUTISM

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1991-92	472	700	4,894	2,728	914	92	247	88	10,135
1992-93	1,381	1,477	7,660	3,111	1,109	180	307	94	15,319
1993-94	1,813	1,531	10,309	3,169	1,260	324	405	93	18,904
1994-95	2,434	2,127	12,518	3,433	1,479	152	505	125	22,773
1995-96	3,212	2,840	14,357	3,797	1,688	168	490	123	26,675
1996-97	4,897	4,011	18,240	[illegible]	2,165	151	518	192	34,364

DEAF-BLINDNESS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	138	113	549	291	39	334	41	58	1,563
1988-89	172	79	445	353	33	333	55	18	1,488
1989-90	158	323	591	277	54	522	41	14	1,980
1990-91	155	95	477	284	84	352	20	32	1,499
1991-92	82	87	510	235	63	360	42	25	1,404
1992-93	194	153	497	247	89	363	26	15	1,584
1993-94	102	106	459	255	67	275	32	29	1,325
1994-95	129	120	501	265	50	248	36	35	1,384
1995-96	158	146	591	225	55	221	44	27	1,469
1996-97	213	178	575	230	71	177	44	23	1,511

TRAUMATIC BRAIN INJURY

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1991-92	152	171	453	41	972	2	68	47	1,906
1992-93	546	657	943	119	823	30	117	87	3,322
1993-94	1,245	1,312	1,686	168	852	12	133	167	5,575
1994-95	1,883	1,748	2,203	226	812	21	141	212	7,246
1995-96	2,566	2,236	2,751	232	801	29	161	214	8,990
1996-97	3,049	2,758	3,240	309	791	25	148	260	10,580

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Data based on the December 1, 1997 count, updated as of September 1, 1998.

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability During the 1987-88 through 1996-97 School Years

ALL DISABILITIES

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1987-88	1,176,191	1,628,586	1,006,290	144,180	55,774	21,053	12,344	29,202	4,073,610
1988-89	1,265,882	1,621,483	1,007,898	134,734	55,172	23,790	11,906	33,084	4,153,949
1989-90	1,335,382	1,593,100	1,057,693	135,803	56,652	28,020	12,164	25,260	4,244,074
1990-91	1,432,619	1,588,840	1,094,779	125,773	58,322	24,724	12,054	24,401	4,361,512
1991-92	1,561,399	1,625,742	1,053,112	112,118	63,042	28,227	11,533	21,273	4,476,446
1992-93	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799	4,598,321
1993-94	2,063,486	1,401,350	1,081,224	103,098	45,703	23,140	12,080	26,900	4,756,981
1994-95	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113	4,892,720
1995-96	2,286,505	1,445,966	1,089,086	108,234	50,471	21,253	12,856	27,928	5,042,299
1996-97	2,388,238	1,488,540	1,118,709	108,846	52,717	21,785	14,651	28,314	5,221,800

Beginning in 1987-88, data on youth with disabilities served in correctional facilities were collected as duplicated counts of data reported under one of the other environments. Prior to this time, a separate unduplicated count was collected for students served in correctional facilities. These students are excluded from the totals in the years prior to 1987-88.

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they received services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

Resid=Residential; Hosp=Hospital; Envir=Environment

Data based on the December 1, 1997 count, updated as of September 1, 1998.

Table AC1

Total Number of Teachers Employed, Vacant Funded Positions (in Full-Time Equivalency), and Number of Teachers Retained to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-5 During the 1996-97 School Year

STATE	EMPLOYED FULLY CERTIFIED	 NOT FULLY CERTIFIED	VACANT POSITIONS	TOTAL POSITIONS (EMPLOYED + VACANT)	RETAINED TEACHERS FULLY CERTIFIED	 NOT FULLY CERTIFIED
ALABAMA	561	16	108	685	415	9
ALASKA	19	3		22	25	2
ARIZONA	153	83	15	251	139	76
ARKANSAS	254	103	10	367	110	92
CALIFORNIA	1,781	188	20	1,989	1,677	94
COLORADO	134	50	7	191	110	23
CONNECTICUT						
DELAWARE	100	6	0	106	95	3
DISTRICT OF COLUMBIA	65	0	0	65	65	0
FLORIDA	1,460	104	27	1,591	1,340	70
GEORGIA	495	17	2	513	427	9
HAWAII	120	10	5	135	120	10
IDAHO	134	14	17	165	124	13
ILLINOIS	966	51	28	1,045	789	45
INDIANA	526	15	0	541	446	11
IOWA	268	40	2	310	235	5
KANSAS	148		5	152	106	
KENTUCKY	323	32	4	359	321	24
LOUISIANA	469	319	1	789	442	223
MAINE	212	11	1	224	196	7
MARYLAND	276	22	3	301	262	54
MASSACHUSETTS	512		7	519	493	0
MICHIGAN	799	40	1	840	619	26
MINNESOTA	664	47	4	715	610	19
MISSISSIPPI	246	16	6	268	220	11
MISSOURI	504	94	0	598	459	37
MONTANA	81	4	2	87	82	1
NEBRASKA	82	2	1	85	74	1
NEVADA	239	19	2	260	220	16
NEW HAMPSHIRE	93	7	0	100	83	7
NEW JERSEY	906		4	910	810	
NEW MEXICO	190	21	2	213	115	20
NEW YORK	1,912	914	59	2,885	1,617	514
NORTH CAROLINA	645	107	27	778	554	62
NORTH DAKOTA	67	4	1	72	64	4
OHIO	1,192	0	121	1,313	771	0
OKLAHOMA	257	7	2	266	245	6
OREGON	116	5	4	125	85	0
PENNSYLVANIA	1,199	0	0	1,199	1,076	0
PUERTO RICO	89	0	0	89	0	0
RHODE ISLAND	118	3	1	122	117	3
SOUTH CAROLINA	507	21	4	531	433	14
SOUTH DAKOTA	98	4	3	105	88	4
TENNESSEE	307	4	1	312	307	4
TEXAS	243	26		269	198	14
UTAH	140	32	5	176	116	32
VERMONT	92	1	0	93	79	0
VIRGINIA	1,173	199	16	1,387	1,113	160
WASHINGTON	601		0	601	533	
WEST VIRGINIA	173	20	0	193	163	12
WISCONSIN	653	10	4	667	592	6
WYOMING	63	9	3	75	63	7
AMERICAN SAMOA	2	12	0	14	2	7
GUAM	5	0	3	8	5	0
NORTHERN MARIANAS	2		0	2	2	
PALAU	1	1	0	2	1	1
VIRGIN ISLANDS	9	2	1	12	9	2
BUR. OF INDIAN AFFAIRS						
U.S. AND OUTLYING AREAS	22,644	2,710	538	25,892	19,639	1,737
50 STATES, D.C. & P.R.	22,625	2,695	534	25,854	19,620	1,727

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC2

Total Number of Teachers Employed, Vacant Funded Positions (in Full-Time Equivalency), and Number of Teachers Retained to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 6-21 During the 1996-97 School Year

STATE	EMPLOYED: FULLY CERTIFIED	EMPLOYED: NOT FULLY CERTIFIED	VACANT POSITIONS	TOTAL POSITIONS (EMPLOYED + VACANT)	RETAINED TEACHERS: FULLY CERTIFIED	RETAINED TEACHERS: NOT FULLY CERTIFIED
ALABAMA	5,373	201	105	5,678	3,721	93
ALASKA	97	143	6	246	445	726
ARIZONA	2,493	237	78	2,808	2,416	207
ARKANSAS	2,915	137	75	3,128	2,271	44
CALIFORNIA	21,200	3,436	234	24,870	19,634	1,731
COLORADO	2,901	548	25	3,475	2,319	322
CONNECTICUT	5,068			5,068		
DELAWARE	1,216	295	7	1,518	1,113	253
DISTRICT OF COLUMBIA	821	12	4	837	825	0
FLORIDA	13,813	1,586	198	15,598	12,575	975
GEORGIA	8,677	304	53	9,033	7,620	173
HAWAII	1,081	349	398	1,828	980	175
IDAHO	928	20	161	1,109	854	18
ILLINOIS	17,990	671	395	19,057	14,061	376
INDIANA	5,259	655	0	5,914	4,533	473
IOWA	4,058	561	14	4,633	3,562	69
KANSAS	3,151		39	3,190	2,762	
KENTUCKY	4,724	323	32	5,079	4,062	197
LOUISIANA	5,251	2,300	98	7,649	4,892	1,587
MAINE	1,836	92	10	1,938	1,694	51
MARYLAND	6,221	590	67	6,878	5,985	380
MASSACHUSETTS	8,912		135	9,047	8,635	0
MICHIGAN	10,630	533	27	11,190	8,715	240
MINNESOTA	6,151	527	20	6,698	5,610	347
MISSISSIPPI	3,649	367	92	4,108	3,350	168
MISSOURI	7,736	328	117	8,182	6,737	211
MONTANA	791	38	17	846	213	6
NEBRASKA	2,099	39	11	2,150	1,884	35
NEVADA	1,640	45	8	1,693	1,478	23
NEW HAMPSHIRE	1,481	194	15	1,690	1,334	148
NEW JERSEY	14,265		112	14,376	12,993	
NEW MEXICO	3,524	307	34	3,865	2,195	118
NEW YORK	25,226	6,592	159	31,977	23,314	5,009
NORTH CAROLINA	7,098	768	141	8,007	6,303	745
NORTH DAKOTA	683	31	8	723	658	23
OHIO	13,655	280	336	14,271	11,729	0
OKLAHOMA	3,672	72	5	3,748	3,474	50
OREGON	2,623	70	14	2,708	2,413	36
PENNSYLVANIA	13,532	0	8	13,540	12,403	0
PUERTO RICO	2,819	0	0	2,819	0	0
RHODE ISLAND	1,428	7	3	1,438	1,395	6
SOUTH CAROLINA	4,230	319	118	4,667	3,811	201
SOUTH DAKOTA	815	6	3	824	727	2
TENNESSEE	4,394	19	24	4,437	4,394	0
TEXAS	20,508	3,243		23,751	17,159	1,353
UTAH	2,248	62	8	2,318	2,103	58
VERMONT	785	4	7	795	695	1
VIRGINIA	9,501	1,082	59	10,641	8,669	679
WASHINGTON	4,305			4,305	3,960	
WEST VIRGINIA	2,324	226	22	2,572	2,181	143
WISCONSIN	6,555	185	55	6,795	5,439	97
WYOMING	739	0	0	739		
AMERICAN SAMOA	10	50	0	60	10	41
GUAM	151	1	13	165	137	0
NORTHERN MARIANAS	38		11	49	22	
PALAU	8	18	1	27	7	17
VIRGIN ISLANDS	136	9	8	153	137	9
BUR. OF INDIAN AFFAIRS	362	49	39	450	308	35
U.S. AND OUTLYING AREAS	303,795	27,933	3,626	335,354	260,917	17,651
50 STATES, D.C. & P.R.	303,090	27,806	3,554	334,450	260,296	17,549

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AC3

Number and Type of Other Personnel Employed and Vacant Funded Positions (in Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category, During the 1996-97 School Year

	SCHOOL SOCIAL WORKERS			OCCUPATIONAL THERAPISTS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	4	0	1	38	8	9
ALASKA	1	0	0	1	0	0
ARIZONA	93	2	0	65	5	9
ARKANSAS	3	2	1	41	29	21
CALIFORNIA	64	4	0	145	2	12
COLORADO	282	11	1	158	6	6
CONNECTICUT	502			.	.	.
DELAWARE		.	.	1	3	7
DISTRICT OF COLUMBIA	64	0	0	28	0	0
FLORIDA	345	0	0	264	0	17
GEORGIA	106	2	0	120	1	6
HAWAII	39	0	7	16	0	0
IDAHO	37	0	2	52	0	0
ILLINOIS	2,125	166	17	457	0	30
INDIANA	44	6	0	120	5	1
IOWA	208	1	1	54	0	4
KANSAS	190		3	99	.	9
KENTUCKY	11	0	1	72	2	8
LOUISIANA	259	6	3	117	1	8
MAINE	112	0	2	77	1	1
MARYLAND	285	17	14	163	2	6
MASSACHUSETTS	698		13	286	.	10
MICHIGAN	903	85	1	310	3	0
MINNESOTA	655	0	1	382	0	2
MISSISSIPPI	18	0	3	21	0	4
MISSOURI	78	0		130	0	
MONTANA	10	0	0	17	0	0
NEBRASKA	9	0	0	23	0	0
NEVADA	4	0	0	12	0	9
NEW HAMPSHIRE	30	8	0	117	0	2
NEW JERSEY	1,509		7	447	.	1
NEW MEXICO	169	12	9	173	15	7
NEW YORK	2,676	320	29	1,587	0	240
NORTH CAROLINA	144	16	3	138	0	15
NORTH DAKOTA	41	0	1	32	1	1
OHIO	0	0	0	292	13	28
OKLAHOMA	7	0	0	49	0	1
OREGON	34	0	0	86	1	2
PENNSYLVANIA	163	0	1	289	0	1
PUERTO RICO	118	0	6	11	0	0
RHODE ISLAND	107	0	0	58	0	0
SOUTH CAROLINA	53	8	2	65	0	5
SOUTH DAKOTA	6	0	0	44	7	0
TENNESSEE	24	0	0	100	0	2
TEXAS	2	58	.	2	188	
UTAH	25	2	0	44	0	4
VERMONT	30	1	0	19	1	0
VIRGINIA	416	23	2	213	6	13
WASHINGTON	105			199		
WEST VIRGINIA	2	0	1	21	0	5
WISCONSIN	469	2	1	342	3	6
WYOMING	66	.	0	37	0	1
AMERICAN SAMOA	0	0	0	1	0	0
GUAM	3	0	2	1	1	2
NORTHERN MARIANAS		.	1	.		.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	7	1	0	3	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND Outlying Areas	13,365	751	134	7,638	305	523
50 STATES, D.C. & P.R.	13,355	750	131	7,634	304	521

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AC3

Number and Type of Other Personnel Employed and Vacant Funded Positions (in Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category, During the 1996-97 School Year

STATE	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS EMPLOYED FULLY CERTIFIED	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS EMPLOYED NOT FULLY CERTIFIED	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS VACANT POSITIONS	PHYSICAL THERAPISTS EMPLOYED FULLY CERTIFIED	PHYSICAL THERAPISTS EMPLOYED NOT FULLY CERTIFIED	PHYSICAL THERAPISTS VACANT POSITIONS
ALABAMA	1	0	1	35	4	[illegible]
ALASKA	0	0	0	3	1	0
ARIZONA	0	0	0	34	3	8
ARKANSAS	1	2	1	50	18	20
CALIFORNIA	2	0	[illegible]	25	0	6
COLORADO				50	4	[illegible]
CONNECTICUT						
DELAWARE				1	1	4
DISTRICT OF COLUMBIA	12	0	0	11	0	0
FLORIDA	9	0	[illegible]	172	0	10
GEORGIA	27	1	1	92	0	1
HAWAII	0	0	[illegible]	14	0	0
IDAHO				42	0	0
ILLINOIS	[illegible]	[illegible]	0	267	0	24
INDIANA	11	[illegible]	1	99	3	0
IOWA	6	0	1	38	0	4
KANSAS	[illegible]		[illegible]	53		9
KENTUCKY	[illegible]	[illegible]	[illegible]	61	1	6
LOUISIANA	1	[illegible]	[illegible]	60	0	19
MAINE	[illegible]	[illegible]	[illegible]	45	0	0
MARYLAND	[illegible]	5	[illegible]	119	0	5
MASSACHUSETTS				145		1
MICHIGAN	4	0	0	188	1	1
MINNESOTA				121	0	4
MISSISSIPPI	1		[illegible]	19	1	6
MISSOURI				59	0	
MONTANA	[illegible]	[illegible]	0	13	0	1
NEBRASKA				22	0	0
NEVADA	4	[illegible]	1	15	0	9
NEW HAMPSHIRE	[illegible]	1	[illegible]	50	0	[illegible]
NEW JERSEY	13		[illegible]	412		10
NEW MEXICO	[illegible]	[illegible]	[illegible]	89	5	10
NEW YORK	42	[illegible]	1	888	0	131
NORTH CAROLINA	16	[illegible]	[illegible]	107	0	12
NORTH DAKOTA				20	0	1
OHIO	[illegible]	[illegible]	[illegible]	[illegible]	5	22
OKLAHOMA	[illegible]		0	52	0	1
OREGON	2	1	[illegible]	57	0	1
PENNSYLVANIA	12	2	0	201	0	2
PUERTO RICO	[illegible]	[illegible]	0	8	0	0
RHODE ISLAND	4	[illegible]	0	36	0	0
SOUTH CAROLINA	1	4	[illegible]	54	1	3
SOUTH DAKOTA	2	0	[illegible]	[illegible]	0	0
TENNESSEE	[illegible]	0	[illegible]	55	0	0
TEXAS	[illegible]	2		13	98	
UTAH	17	2	[illegible]	[illegible]	5	2
VERMONT	[illegible]	[illegible]	[illegible]	12	0	0
VIRGINIA	1	[illegible]	[illegible]	[illegible]	1	5
WASHINGTON	2	0	[illegible]	138		
WEST VIRGINIA	0	0	[illegible]	23	0	4
WISCONSIN				214	1	7
WYOMING				24	0	2
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	2	0	[illegible]	2	0	3
NORTHERN MARIANAS	1			1		
PALAU	0	0	0	1	0	1
VIRGIN ISLANDS	0	0	0	2	0	0
BUR. OF INDIAN AFFAIRS						
U.S. AND Outlying Areas	281	32	10	4,728	154	365
50 STATES, D.C. & P.R.	280	32	10	4,722	154	361

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AC3

Number and Type of Other Personnel Employed and Vacant Funded Positions (in Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category, During the 1996-97 School Year

STATE	TEACHER AIDES			PHYSICAL EDUCATION TEACHERS		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	2,240	175	21	98	1	4
ALASKA				2	0	0
ARIZONA	772	2,122	58	103	5	2
ARKANSAS	1,524	0	14	9	0	1
CALIFORNIA	20,971	6,417	327	771	51	2
COLORADO	3,504		0	39	1	1
CONNECTICUT	4,501					
DELAWARE	183	98	1			
DISTRICT OF COLUMBIA	327		0	46	0	0
FLORIDA	10,226	0	172	164	8	1
GEORGIA	4,898	102	55	64	1	0
HAWAII	475	34	88	1		1
IDAHO	979	0	0			
ILLINOIS	17,660	0	25	175	4	4
INDIANA	4,913	0	1	24	0	0
IOWA	3,515	0	4	20	0	1
KANSAS	6,187		36	47		1
KENTUCKY	1,516	1,577	18	52	0	0
LOUISIANA	6,199	16	30	366	53	3
MAINE	2,356	53	21	33	0	0
MARYLAND	4,225	0	71	118	10	3
MASSACHUSETTS	9,159		434	157		1
MICHIGAN	2,512	8	1	75	2	0
MINNESOTA	8,167	0	2	288	49	0
MISSISSIPPI	949	4	7	29	1	1
MISSOURI	4,745	0		27	0	
MONTANA	837	0	19	8	0	1
NEBRASKA	2,126		6			
NEVADA	929	84	0	42	0	0
NEW HAMPSHIRE	1,793	1,546	4	16	1	0
NEW JERSEY	9,754		115	332		1
NEW MEXICO	1,023	984	61	47	1	0
NEW YORK	11,760	0	132	1,202	292	6
NORTH CAROLINA	5,760	1	58	32	4	4
NORTH DAKOTA	866	7	7	7	1	1
OHIO	3,579	74	138	168	5	10
OKLAHOMA	1,872	32	4	14	0	0
OREGON	3,626	2	37	85	0	0
PENNSYLVANIA	8,909	0	2	84	0	1
PUERTO RICO	99	0	0	124	1	0
RHODE ISLAND	1,166	0	1	111	0	0
SOUTH CAROLINA	1,920	502	7	28	0	0
SOUTH DAKOTA	868	0	14	25	0	0
TENNESSEE	3,770	0	26	18	0	0
TEXAS	61	16,574				
UTAH	0	2,022	8	22	0	0
VERMONT	2,414	0	15	13	0	0
VIRGINIA	5,572	723	26	152	1	0
WASHINGTON	4,140			40		
WEST VIRGINIA	1,222	0	3	17	0	0
WISCONSIN	5,344	75	10	114	2	
WYOMING	1,203	0	0	17		0
AMERICAN SAMOA	2	0	0	0	0	0
GUAM	0	184	0	0	0	0
NORTHERN MARIANAS	53					
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	88	0	5	2	0	0
BUR. OF INDIAN AFFAIRS						
U.S. AND Outlying Areas	203,913	33,393	2,081	5,432	495	51
50 STATES, D.C. & P.R.	203,672	33,209	2,076	5,430	495	51

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed and Vacant Funded Positions (in Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category, During the 1996-97 School Year

	SUPERVISORS/ ADMINISTRATORS			OTHER PROFESSIONAL STAFF		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	203	2	7	194	0	10
ALASKA	8	0	0	3	0	0
ARIZONA	133	6	3	109	3	11
ARKANSAS	146	37	4	13	0	3
CALIFORNIA	793	9	2	3,732	217	64
COLORADO	121	14	0	216	42	4
CONNECTICUT	100					
DELAWARE	8	.	.	.	.	.
DISTRICT OF COLUMBIA	22	0	0	39	0	0
FLORIDA	344	0	2	1,528	1	10
GEORGIA	335	3	0	250	3	1
HAWAII	13	0	0	77	0	0
IDAHO	48	0	10	0	0	0
ILLINOIS	807	16	10	1,021	61	36
INDIANA	242	9	1	1,414	0	0
IOWA	153	13	3	389	28	2
KANSAS	56	.	0	170	.	4
KENTUCKY	180	5	4	69	1	2
LOUISIANA	232	0	2	315	7	1
MAINE	125	4	0	65	4	2
MARYLAND	272	9	3	298	23	12
MASSACHUSETTS	344	.	5	1,955	.	19
MICHIGAN	411	72	0	281	5	0
MINNESOTA	163	0	0	448	0	0
MISSISSIPPI	174	2	5	109	7	4
MISSOURI	197	88		152	0	.
MONTANA	33	2	1	12	1	0
NEBRASKA	87	0	1	1		
NEVADA	58	0	0	169	0	0
NEW HAMPSHIRE	154	13	1	471	10	4
NEW JERSEY	881		17	451	.	12
NEW MEXICO	86	7	3	64	6	4
NEW YORK	2,695	280	28	15,383	1,815	122
NORTH CAROLINA	222	4	5	372	15	16
NORTH DAKOTA	65	0	2	.	.	.
OHIO	496	10	18	0	0	0
OKLAHOMA	157	1	1	239	3	1
OREGON	212	6	4	235	44	0
PENNSYLVANIA	1,351	1	3	1,182	0	4
PUERTO RICO	89	0	5	47	0	0
RHODE ISLAND	63	1	0	129	0	0
SOUTH CAROLINA	147	4	1	150	5	3
SOUTH DAKOTA	79	2	1	44	1	0
TENNESSEE	189	0	0	355	0	0
TEXAS	.	.	.	22	48	.
UTAH	110	5	0	38	9	0
VERMONT	64	1	0	74	2	1
VIRGINIA	438	8	6	554	14	5
WASHINGTON	270	.	.	251		
WEST VIRGINIA	73	2	0	119	7	1
WISCONSIN	245	11	2	13	0	
WYOMING	64	0	0	34		2
AMERICAN SAMOA	6	3	0	0	0	0
GUAM	0	0	0	15	0	0
NORTHERN MARIANAS	1			1	.	1
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	8	0	1	1	0	0
BUR. OF INDIAN AFFAIRS	.		.	.	.	.
U.S. AND Outlying Areas	13,971	646	161	33,273	2,402	360
50 STATES, D.C. & P.R.	13,956	643	160	33,256	2,402	359

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed and Vacant Funded Positions (in Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category, During the 1996-97 School Year

STATE	PSYCHOLOGISTS			DIAGNOSTIC & EVALUATION STAFF		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	33	0	3	153	1	5
ALASKA	4	0	0			
ARIZONA	334	6	56	37	2	2
ARKANSAS	3	1	1	116	21	5
CALIFORNIA	2,510	80	18	168	3	2
COLORADO	425	19	4			
CONNECTICUT	676					
DELAWARE	84	10	1			1
DISTRICT OF COLUMBIA	100	0	0			
FLORIDA	674	0	11	168	0	1
GEORGIA	520	2	3	140	1	0
HAWAII	8	0	3	105	0	31
IDAHO	125	2	19			
ILLINOIS	1,520	95	40	14	0	0
INDIANA	429	7	0	57	1	0
IOWA	310	13	3	45	0	2
KANSAS	428		4	9		0
KENTUCKY	205	4	10	96	3	4
LOUISIANA	317	7	11	337	0	8
MAINE	90	0	0	57	1	2
MARYLAND	365	14	15	194	1	7
MASSACHUSETTS	491		8			
MICHIGAN	752	26	0			
MINNESOTA	484	19	1			
MISSISSIPPI	41	0	1	113	2	3
MISSOURI	28	5	1	316	135	
MONTANA	96	2	3	0	0	0
NEBRASKA	156	4	1	5	0	0
NEVADA	143	0	7	3	0	0
NEW HAMPSHIRE	100	5	0	102	2	1
NEW JERSEY	1,225		9	4,091		27
NEW MEXICO	95	18	2	238	35	21
NEW YORK	3,420	486	185	1,441	45	120
NORTH CAROLINA	451	14	29	120	0	4
NORTH DAKOTA	39	1	1			
OHIO	1,329	5	21	162	0	1
OKLAHOMA	69	0	0	168	0	9
OREGON	241	9	4	64	2	3
PENNSYLVANIA	492		0	29	0	0
PUERTO RICO	7	0	0	13	0	0
RHODE ISLAND	145	0	0	112	0	0
SOUTH CAROLINA	301	8	5	6	0	0
SOUTH DAKOTA	50	1	1	15	0	0
TENNESSEE	321	1	1	55	0	0
TEXAS	78	340		2,109	155	
UTAH	114	3	3	10	0	0
VERMONT	43	0	0	19	0	0
VIRGINIA	568	12	6	99	0	0
WASHINGTON	777			0	0	0
WEST VIRGINIA	116	2	1	76	0	0
WISCONSIN	788	1	3	234	79	
WYOMING	54		0	53		0
AMERICAN SAMOA	0	0	0	2	1	0
GUAM	2	0	0	7	0	0
NORTHERN MARIANAS	1					
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	5	0	0	5	0	1
BUR. OF INDIAN AFFAIRS						
U.S. AND Outlying Areas	22,591	1,224	495	11,419	489	256
50 STATES, D.C. & P.R.	22,582	1,224	495	11,405	488	255

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Number and Type of Other Personnel Employed and Vacant Funded Positions (in Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category, During the 1996-97 School Year

STATE	AUDIOLOGISTS EMPLOYED FULLY CERTIFIED			WORK-STUDY COORDINATORS EMPLOYED FULLY CERTIFIED		
		AUDIOLOGISTS EMPLOYED NOT FULLY CERTIFIED	AUDIOLOGISTS VACANT POSITIONS		WORK-STUDY COORDINATORS EMPLOYED NOT FULLY CERTIFIED	WORK-STUDY COORDINATORS VACANT POSITIONS
ALABAMA	7	0	1	10	0	5
ALASKA	1	0	0	.	.	.
ARIZONA	7	2	1	31	6	2
ARKANSAS	1	0	0	3	0	0
CALIFORNIA	62	1	0	34	4	0
COLORADO	33	1	0		.	.
CONNECTICUT	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	.
DISTRICT OF COLUMBIA	4	0	0	15	0	0
FLORIDA	33	0	2	86	0	1
GEORGIA	34	0	0	21	1	0
HAWAII	0	0	0	5	0	0
IDAHO	14	0	0	0	0	0
ILLINOIS	46	0	0	.	.	.
INDIANA	9	2	0	22	0	0
IOWA	59	0	0	59	4	0
KANSAS	19	.	1	22	.	0
KENTUCKY	6	0	0	15	12	1
LOUISIANA	21	0	2	18	1	0
MAINE	6	0	0	2	0	0
MARYLAND	30	0	1	53	0	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	17	0	0	52	0	0
MINNESOTA	42	0	0	178	.	2
MISSISSIPPI	10	0	0	3	0	2
MISSOURI	16	0	.	19	0	.
MONTANA	2	0	0	3	0	0
NEBRASKA	8	0	0	27	0	0
NEVADA	5	0	2	8	0	0
NEW HAMPSHIRE	1	0	0	10	6	0
NEW JERSEY	31	.	0	57	.	1
NEW MEXICO	34	1	0	22	3	1
NEW YORK	106	5	1	83	12	1
NORTH CAROLINA	37	0	1	49	1	6
NORTH DAKOTA	3	0	0	3	1	1
OHIO	35	7	15	227	1	6
OKLAHOMA	3	0	0	36	1	0
OREGON	15	1	0	23	6	0
PENNSYLVANIA	20	0	0	19	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	2	0	0	10	0	0
SOUTH CAROLINA	11	0	0	33	10	1
SOUTH DAKOTA	4	0	0	3	0	0
TENNESSEE	31	3	0	13	0	0
TEXAS	27	19	.	.	.	.
UTAH	22	2	0	21	1	0
VERMONT	3	1	0	19	1	1
VIRGINIA	23	0	0	46	5	1
WASHINGTON	36	.	.	74	.	.
WEST VIRGINIA	5	0	0	19	0	1
WISCONSIN	15	1	0	.	.	.
WYOMING	8	0	0	.	.	.
AMERICAN SAMOA	0	0	0	1	4	0
GUAM	1	0	0	0	0	0
NORTHERN MARIANAS	1	.	.	1	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND Outlying Areas	964	46	24	1,451	80	32
50 STATES, D.C. & P.R.	961	46	24	1,449	76	32

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AC3

Number and Type of Other Personnel Employed and Vacant Funded Positions (in Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category, During the 1996-97 School Year

VOCATIONAL EDUCATION

STATE	TEACHERS			COUNSELORS		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	98	0	8	115	1	5
ALASKA	.	.	.	6	0	0
ARIZONA	69	11	0	195	1	1
ARKANSAS	7	5	2	8	3	0
CALIFORNIA	256	10	2	311	21	0
COLORADO	18	0	0	.	.	.
CONNECTICUT	.	.	.	.	.	.
DELAWARE	.	.	.	.	.	1
DISTRICT OF COLUMBIA	39	0	0	17	0	0
FLORIDA	184	1	3	1,283	0	7
GEORGIA	148	8	2	252	2	1
HAWAII	7	0	0	268	13	73
IDAHO	.	.	.	.	.	.
ILLINOIS	152	1	2	948	11	65
INDIANA	27	3	0	23	0	0
IOWA	33	0	0	6	0	0
KANSAS	69	.	1	28	.	0
KENTUCKY	95	4	0	153	1	0
LOUISIANA	83	11	2	3	0	0
MAINE	7	1	0	23	0	0
MARYLAND	138	44	1	90	36	3
MASSACHUSETTS	77	.	0	.	.	.
MICHIGAN	.	.	.	.	.	.
MINNESOTA	148	.	.	21	0	2
MISSISSIPPI	52	2	2	34	0	3
MISSOURI	69	0	.	0	0	.
MONTANA	12	0	0	6	0	0
NEBRASKA	.	.	.	7	0	0
NEVADA	8	1	0	177	0	0
NEW HAMPSHIRE	41	0	0	134	3	2
NEW JERSEY	533	.	3	516	.	4
NEW MEXICO	21	2	0	68	3	1
NEW YORK	487	121	7	1,685	322	182
NORTH CAROLINA	12	1	0	138	0	4
NORTH DAKOTA	15	0	2	.	.	.
OHIO	169	7	11	0	0	0
OKLAHOMA	7	0	0	11	0	1
OREGON	34	5	0	289	17	1
PENNSYLVANIA	52	0	0	309	0	0
PUERTO RICO	158	26	1	14	0	0
RHODE ISLAND	12	0	0	88	0	0
SOUTH CAROLINA	69	5	2	30	2	0
SOUTH DAKOTA	14	0	0	27	0	0
TENNESSEE	87	0	0	92	0	0
TEXAS	21	3	.	224	129	.
UTAH	18	0	0	70	2	0
VERMONT	15	3	0	33	0	1
VIRGINIA	237	2	0	712	2	2
WASHINGTON	399	.	.	443	.	.
WEST VIRGINIA	37	1	2	37	0	0
WISCONSIN	66	6	.	.	.	.
WYOMING	.	.	.	33	0	0
AMERICAN SAMOA	1	2	0	0	0	0
GUAM	0	0	0	2	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	1	1	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND Outlying Areas	4,302	285	54	8,971	569	362
50 STATES, D.C. & P.R.	4,300	283	54	8,968	568	362

Please see data notes for an explanation of individual State differences.
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Number and Type of Other Personnel Employed and Vacant Funded Positions (in Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category, During the 1996-97 School Year

	REHABILITATION COUNSELORS			INTERPRETERS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	0	0	2	65	10	11
ALASKA	.	.	.	0	5	1
ARIZONA	0	4	1	29	21	4
ARKANSAS	0	0	1	55	0	0
CALIFORNIA	0	0	0	0	0	0
COLORADO	.	.	.	155	.	0
CONNECTICUT	.	.	.	.	.	.
DELAWARE	.	.	.	9	9	.
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	0	0	294	0	9
GEORGIA	17	0	0	102	17	0
HAWAII	0	0	0	6	0	0
IDAHO	7	0	0	30	0	0
ILLINOIS	4	0	0	166	.	1
INDIANA	8	1	0	41	3	0
IOWA	0	0	0	26	0	1
KANSAS	0	.	0	27	.	5
KENTUCKY	4	0	0	37	11	3
LOUISIANA	0	0	0	92	13	4
MAINE	0	0	0	30	10	0
MARYLAND	5	3	0	80	3	1
MASSACHUSETTS	22	.	2	.	.	.
MICHIGAN	.	.	.	69	3	0
MINNESOTA	.	.	.	259	0	0
MISSISSIPPI	3	0	0	15	4	2
MISSOURI	.	.	.	42	14	.
MONTANA	0	0	0	42	0	0
NEBRASKA	.	.	.	0	0	0
NEVADA	0	0	0	56	0	0
NEW HAMPSHIRE	47	0	1	33	2	1
NEW JERSEY	.	.	.	108	.	1
NEW MEXICO	0	1	0	35	18	6
NEW YORK	20	0	0	289	36	4
NORTH CAROLINA	.	.	.	172	34	3
NORTH DAKOTA	0	2	0	11	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	64	17	2
OREGON	0	0	0	125	6	6
PENNSYLVANIA	15	0	0	171	1	0
PUERTO RICO	0	0	0	1	0	0
RHODE ISLAND	0	0	0	7	3	0
SOUTH CAROLINA	1	1	0	56	14	1
SOUTH DAKOTA	0	0	0	21	0	0
TENNESSEE	320	0	0	24	0	1
TEXAS	.	.	.	1	266	.
UTAH	0	0	0	17	8	2
VERMONT	2	0	0	26	2	1
VIRGINIA	1	0	0	99	85	11
WASHINGTON	9	.	.	219	.	.
WEST VIRGINIA	0	0	0	59	2	1
WISCONSIN	.	.	.	220	10	8
WYOMING	.	.	.	23	.	6
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	9	0
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND Outlying Areas	506	12	7	3,517	655	95
50 STATES, D.C. & P.R.	506	12	7	3,517	645	95

Please see data notes for an explanation of individual State differences.
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	SPEECH/ PATHOLOGISTS			SUPERVISORS/ ADMINISTRATORS (SEA)		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	181	8	7	20	1	1
ALASKA	14	0	1	8	0	0
ARIZONA	411	16	48	4	0	1
ARKANSAS	0	0	0	25	0	0
CALIFORNIA	3,810	260	76	59	0	20
COLORADO	625	40	9	3	5	0
CONNECTICUT	.	.	.	.	.	.
DELAWARE	.	.	8	.	.	.
DISTRICT OF COLUMBIA	.	.	.	0	0	0
FLORIDA	1,753	35	48	39	0	0
GEORGIA	974	18	38	.	.	.
HAWAII	108	0	29	6	0	0
IDAHO	174	11	34	4	0	1
ILLINOIS	.	.	.	67	.	.
INDIANA	1,013	0	0	0	0	0
IOWA	477	4	1	32	0	0
KANSAS	556	.	35	93	.	1
KENTUCKY	645	65	22	2	0	1
LOUISIANA	165	0	9	62	0	0
MAINE	.	.	.	14	0	0
MARYLAND	986	16	88	0	0	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	.	.	.	29	0	0
MINNESOTA	1,352	4	6	40	.	2
MISSISSIPPI	12	1	1	33	0	5
MISSOURI	38	0	.	28	0	.
MONTANA	166	6	6	0	0	0
NEBRASKA	423	12	4	16	0	0
NEVADA	218	0	1	0	0	0
NEW HAMPSHIRE	300	12	5	8	5	1
NEW JERSEY	2,306	.	16	95	.	6
NEW MEXICO	556	66	38	9	0	0
NEW YORK	3,468	734	362	1	0	0
NORTH CAROLINA	.	.	.	33	.	.
NORTH DAKOTA	220	7	2	0	0	0
OHIO	152	0	0	0	0	0
OKLAHOMA	386	4	4	42	0	4
OREGON	302	3	1	7	0	0
PENNSYLVANIA	264	1	4	39	0	2
PUERTO RICO	26	0	0	48	1	11
RHODE ISLAND	215	2	1	10	0	2
SOUTH CAROLINA	250	2	6	20	1	1
SOUTH DAKOTA	232	1	0	5	0	1
TENNESSEE	364	0	0	53	0	0
TEXAS	1,719	701	.	.	.	.
UTAH	175	14	10	11	0	0
VERMONT	209	9	4	0	0	0
VIRGINIA	0	0	0	0	0	0
WASHINGTON	851	.	.	13	.	.
WEST VIRGINIA	414	45	9	5	0	0
WISCONSIN	1,512	6	13	32	.	.
WYOMING	175	0	2	5	.	2
AMERICAN SAMOA	1	0	0	2	0	0
GUAM	4	0	0	1	0	1
NORTHERN MARIANAS	2	.	.	2	.	.
PALAU	0	0	0	1	0	0
VIRGIN ISLANDS	4	8	2	5	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND Outlying Areas	28,204	2,111	946	1,027	13	69
50 STATES, D.C. & P.R.	28,193	2,103	944	1,016	13	68

Please see data notes for an explanation of individual State differences.
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Table AC3

Number and Type of Other Personnel Employed and Vacant Funded Positions (in Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category, During the 1996-97 School Year

STATE	NON-PROFESSIONAL STAFF EMPLOYED FULLY CERTIFIED	 NOT FULLY CERTIFIED	 VACANT POSITIONS
ALABAMA	498	30	16
ALASKA	0	3	2
ARIZONA	146	250	6
ARKANSAS	270	0	2
CALIFORNIA	882	439	14
COLORADO	345		0
CONNECTICUT			
DELAWARE			
DISTRICT OF COLUMBIA	88		0
FLORIDA	2,898	0	12
GEORGIA	889	71	2
HAWAII	124	0	6
IDAHO	5	0	0
ILLINOIS	3,305	0	[illegible]
INDIANA	0	0	0
IOWA	322	0	0
KANSAS	0		0
KENTUCKY	284	101	4
LOUISIANA	1,239	4	1
MAINE	106	12	
MARYLAND	251	229	11
MASSACHUSETTS			
MICHIGAN			
MINNESOTA	603	0	4
MISSISSIPPI	55	169	7
MISSOURI			
MONTANA	287	2	27
NEBRASKA			
NEVADA	19	0	
NEW HAMPSHIRE		198	0
NEW JERSEY	602		3
NEW MEXICO	0		
NEW YORK	3,448		43
NORTH CAROLINA	332	83	8
NORTH DAKOTA			
OHIO	0	0	0
OKLAHOMA	605	23	4
OREGON	285	0	7
PENNSYLVANIA	1,322	0	2
PUERTO RICO	1,617	0	64
RHODE ISLAND	85	9	5
SOUTH CAROLINA	330	21	15
SOUTH DAKOTA	70	0	0
TENNESSEE	748	0	0
TEXAS			
UTAH	8	112	0
VERMONT	23	1	6
VIRGINIA	708	22	2
WASHINGTON	109		
WEST VIRGINIA	326	0	12
WISCONSIN			
WYOMING	40	0	0
AMERICAN SAMOA	10	0	0
GUAM	0	10	0
NORTHERN MARIANAS	2		
PALAU	3	0	0
VIRGIN ISLANDS	27	0	4
BUR. OF INDIAN AFFAIRS			
U.S. AND Outlying Areas	23,715	1,992	286
50 STATES, D.C. & P.R.	23,673	1,982	282

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	ALL DISABILITIES GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1,325	2,131	40	619	42
ALASKA	340	13	8	309	8
ARIZONA	1,221	116	80	536	18
ARKANSAS	1,798	271	25	502	25
CALIFORNIA	8,259	3,635	702	9,712	130
COLORADO	1,800	133	79	1,056	21
CONNECTICUT	2,847	38	86	1,391	19
DELAWARE	112	25	0	62	0
DISTRICT OF COLUMBIA	33	83	7	16	2
FLORIDA	3,879	3,018	4	2,286	71
GEORGIA	1,276	1,963	28	1,604	55
HAWAII	362	314	50	101	15
IDAHO	492	116	27	397	12
ILLINOIS	7,572	190	511	3,057	91
INDIANA	3,876	379	74	1,070	44
IOWA	2,140	93	52	975	28
KANSAS	1,475		26	942	28
KENTUCKY	1,724	264	23	712	23
LOUISIANA	865	1,572	23	342	47
MAINE	937	64	10	561	13
MARYLAND	1,976	299	93	1,100	19
MASSACHUSETTS	5,511	0	182	2,277	58
MICHIGAN	4,378	331	353	3,994	90
MINNESOTA	3,577	24	41	80	16
MISSISSIPPI	413	2,267	30	325	28
MISSOURI	2,859	393	24	518	17
MONTANA	466	47	3	122	6
NEBRASKA	1,155	51	16	850	20
NEVADA	338	189	11	131	8
NEW HAMPSHIRE	937	228	60	820	16
NEW JERSEY	7,100		136	721	39
NEW MEXICO	757	62	3	343	11
NEW YORK	9,948	1,734	410	3,826	119
NORTH CAROLINA	2,218	999	182	1,931	30
NORTH DAKOTA	360	20	2	7	5
OHIO	6,064	296	111	1,976	64
OKLAHOMA	2,427	0	7	428	22
OREGON	1,055	207	78	1,883	18
PENNSYLVANIA	8,156		71	2,128	62
PUERTO RICO	400	418	263	750	46
RHODE ISLAND	908	0	29	447	12
SOUTH CAROLINA	716	830	100	677	25
SOUTH DAKOTA	361	34	46	410	4
TENNESSEE	2,426	1,794	113	2,765	60
TEXAS	15,702				
UTAH	697	154	47	726	17
VERMONT	358	20	7	262	9
VIRGINIA	3,440	919	53	1,332	36
WASHINGTON	1,738	262	0		11
WEST VIRGINIA	1,701	186	17	233	15
WISCONSIN	3,649	125	42	2,031	52
WYOMING	339	13	14	177	5
AMERICAN SAMOA	4	7	0	34	1
GUAM	37		3	9	1
NORTHERN MARIANAS	6	6	1	0	0
PALAU	4	6	0	1	0
VIRGIN ISLANDS	55	1	4	4	2
BUR. OF INDIAN AFFAIRS	230	54	6	31	4
U.S. AND OUTLYING AREAS	134,319	28,594	4,413	59,621	1,660
50 STATES, D.C. & P.R.	133,983	28,520	4,399	59,542	1,652

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

	ALL DISABILITIES			
STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	1,437	879	1,989	8,482
ALASKA	278	229	304	1,489
ARIZONA	1,574	699	1,781	6,045
ARKANSAS	1,873	640	907	6,041
CALIFORNIA	18,752	13,496	2,732	57,418
COLORADO	3,053	1,481	868	8,491
CONNECTICUT	1,848	1,154	1,801	9,186
DELAWARE	235	19	54	527
DISTRICT OF COLUMBIA	21	13	35	210
FLORIDA	9,995	618	5,151	25,022
GEORGIA	2,806	1,037	2,124	10,893
HAWAII	175	47	69	1,133
IDAHO	781	190	342	2,357
ILLINOIS	4,343	3,688	4,512	23,484
INDIANA	3,114	1,825	2,709	13,091
IOWA	831	658	1,311	6,088
KANSAS	2,798	513	785	6,567
KENTUCKY	1,603	532	1,670	6,551
LOUISIANA	27	2,113	1,805	6,794
MAINE	823	202	538	3,148
MARYLAND	1,491	542	941	6,461
MASSACHUSETTS	1,160	2,573	2,422	14,183
MICHIGAN	3,858	3,355	4,676	21,035
MINNESOTA	811	2,291	1,778	8,618
MISSISSIPPI	1,036	319	1,065	5,483
MISSOURI	1,587	654	1,546	7,598
MONTANA	291	100	287	1,322
NEBRASKA	1,383	236	564	4,275
NEVADA	467	266	246	1,856
NEW HAMPSHIRE	551	330	1,044	3,986
NEW JERSEY	3,972	882	2,786	15,636
NEW MEXICO	1,423	505	619	3,723
NEW YORK	11,344	2,246	8,508	40,135
NORTH CAROLINA	2,198	544	2,657	10,759
NORTH DAKOTA	106	153	126	779
OHIO	3,165	973	2,137	14,786
OKLAHOMA	1,601	731	1,079	6,295
OREGON		2,579	881	6,701
PENNSYLVANIA	3,187	5,065	2,624	21,293
PUERTO RICO	377	342	886	3,482
RHODE ISLAND	1,104	17	533	3,050
SOUTH CAROLINA	1,229	707	1,332	5,616
SOUTH DAKOTA	260	147	162	1,424
TENNESSEE	4,953	1,358	1,853	15,322
TEXAS			2,915	18,617
UTAH	826	1,272	612	4,351
VERMONT	415	64	276	1,411
VIRGINIA	2,198	405	2,201	10,584
WASHINGTON	2,075	828	892	5,806
WEST VIRGINIA	590	262	799	3,803
WISCONSIN	3,947	1,304	1,837	12,987
WYOMING	298	.	301	1,147
AMERICAN SAMOA	0	5	9	60
GUAM	3	24	37	114
NORTHERN MARIANAS	0	1	2	16
PALAU	0	2	0	13
VIRGIN ISLANDS	8	1	27	102
BUR. OF INDIAN AFFAIRS	193	159	102	779
U.S. AND OUTLYING AREAS	114,474	61,275	82,269	486,625
50 STATES, D.C. & P.R.	114,270	61,083	82,092	485,541

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

	SPECIFIC LEARNING DISABILITIES				
STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1,079	715	2	362	22
ALASKA	274	7	2	243	6
ARIZONA	745	43	6	401	21
ARKANSAS	1,117	124	7	350	12
CALIFORNIA	6,357	2,609	36	6,802	40
COLORADO	1,138	68	15	707	9
CONNECTICUT	1,797	7	10	761	5
DELAWARE	107	2	0	50	0
DISTRICT OF COLUMBIA	28	36	0	12	1
FLORIDA	2,785	1,355	0	724	24
GEORGIA	836	435	1	654	10
HAWAII	252	159	14	69	10
IDAHO	349	55	0	301	4
ILLINOIS	4,375	50	68	1,380	18
INDIANA	2,672	48	4	521	20
IOWA	1,309	29	14	654	14
KANSAS	878	.	7	512	10
KENTUCKY	895	7	4	353	4
LOUISIANA	632	740	1	125	20
MAINE	551	9	2	320	2
MARYLAND	1,349	73	31	685	5
MASSACHUSETTS	3,237	0	107	1,341	37
MICHIGAN	3,002	99	34	2,198	24
MINNESOTA	1,768	7	0	26	3
MISSISSIPPI	358	1,489	9	245	7
MISSOURI	2,231	134	4	326	10
MONTANA	339	12	1	93	2
NEBRASKA	695	19	0	415	6
NEVADA	287	269	1	85	3
NEW HAMPSHIRE	623	109	14	487	6
NEW JERSEY	5,295		15	610	7
NEW MEXICO	511	22	0	188	4
NEW YORK	7,730	2,253	213	2,590	38
NORTH CAROLINA	1,506	196	14	1,225	7
NORTH DAKOTA	240	11	0	1	3
OHIO	3,246	104	6	767	13
OKLAHOMA	1,694	0	0	268	8
OREGON	759	90	10	1,059	4
PENNSYLVANIA	5,174		6	1,040	17
PUERTO RICO	253	185	36	412	12
RHODE ISLAND	687	0	2	218	3
SOUTH CAROLINA	532	251	4	448	3
SOUTH DAKOTA	271	22	1	322	2
TENNESSEE	1,786	950	54	1,309	28
TEXAS	11,355	.			.
UTAH	515	73	10	489	4
VERMONT	187	5	0	172	3
VIRGINIA	2,667	286	3	812	11
WASHINGTON	1,055	162	0		3
WEST VIRGINIA	1,145	69	0	120	4
WISCONSIN	2,229	40	4	820	20
WYOMING	245	2	0	129	3
AMERICAN SAMOA	4	0	0	34	0
GUAM	28	.	0	6	1
NORTHERN MARIANAS	6	6	0	0	0
PALAU	4	5	0	0	0
VIRGIN ISLANDS	13	0	0	2	0
BUR. OF INDIAN AFFAIRS	182	38	2	22	3
U.S. AND OUTLYING AREAS	91,384	13,479	774	34,265	556
50 STATES, D.C. & P.R.	91,147	13,430	772	34,201	552

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	SPECIFIC LEARNING DISABILITIES MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	699	421	1,050	4,354
ALASKA	195	171	226	1,124
ARIZONA	1,309	456	1,221	4,002
ARKANSAS	1,137	188	559	3,694
CALIFORNIA	13,397	9,543	2,098	43,880
COLORADO	1,578	784	561	4,880
CONNECTICUT	840	475	837	4,792
DELAWARE	145	5	18	447
DISTRICT OF COLUMBIA	14	4	24	324
FLORIDA	5,106	959	2,882	13,235
GEORGIA	977	352	761	4,026
HAWAII	96	28	32	660
IDAHO	505	129	246	1,589
ILLINOIS	1,908	1,549	2,366	11,714
INDIANA	1,594	938	1,504	7,341
IOWA	429	350	644	3,443
KANSAS	1,205	226	395	3,233
KENTUCKY	588	189	687	2,927
LOUISIANA	11	1,302	1,160	3,891
MAINE	345	86	244	1,559
MARYLAND	912	324	572	3,951
MASSACHUSETTS	689	1,513	1,427	8,346
MICHIGAN	1,902	1,714	2,761	11,725
MINNESOTA	174	839	640	3,457
MISSISSIPPI	785	246	815	3,874
MISSOURI	896	146	971	5,020
MONTANA	152	58	131	824
NEBRASKA	725	113	286	2,259
NEVADA	363	208	209	1,427
NEW HAMPSHIRE	281	163	522	2,205
NEW JERSEY	2,379	471	1,603	10,380
NEW MEXICO	793	332	397	2,251
NEW YORK	5,967	934	5,654	25,379
NORTH CAROLINA	993	240	1,250	5,431
NORTH DAKOTA	33	83	64	479
OHIO	1,208	372	761	6,437
OKLAHOMA	1,060	504	784	4,722
OREGON		1,571	837	4,170
PENNSYLVANIA	1,555	2,462	1,591	11,840
PUERTO RICO	193	169	427	2,685
RHODE ISLAND	694	1	193	1,980
SOUTH CAROLINA	591	342	762	2,933
SOUTH DAKOTA	174	95	102	958
TENNESSEE	3,084	815	1,255	9,281
TEXAS			2,073	11,428
UTAH	525	824	375	2,815
VERMONT	134	18	111	632
VIRGINIA	1,137	215	1,228	6,368
WASHINGTON	1,113	450	573	3,360
WEST VIRGINIA	295	151	449	2,232
WISCONSIN	1,353	488	695	5,649
WYOMING	193		204	776
AMERICAN SAMOA	0	1	7	48
GUAM	1	19	29	88
NORTHERN MARIANAS	0	1	2	15
PALAU	0	2	0	11
VIRGIN ISLANDS	5	1	10	31
BUR. OF INDIAN AFFAIRS	130	116	83	576
U.S. AND OUTLYING AREAS	62,498	34,009	47,432	284,397
50 STATES, D.C. & P.R.	62,360	33,867	47,301	281,630

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	15	14	0	100	0
ALASKA	5	0	0	23	0
ARIZONA	36	10	2	60	0
ARKANSAS	19	0	1	54	0
CALIFORNIA	417	90	4	1,241	2
COLORADO	62	3	0	127	0
CONNECTICUT	69			102	1
DELAWARE	0	0	0	2	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	183	50	0	516	2
GEORGIA	29	13	2	210	
HAWAII	11	1	0	18	0
IDAHO	6	1	0	27	0
ILLINOIS	136	0	3	369	0
INDIANA	27	13	0	347	0
IOWA	9	1	0	59	0
KANSAS	13		0	134	0
KENTUCKY	25	1	0	152	0
LOUISIANA	20	14	0	174	0
MAINE	54	1	0	75	0
MARYLAND	131	12	1	260	1
MASSACHUSETTS	982	0	42	404	10
MICHIGAN	71	2	0	540	0
MINNESOTA	76	0	0	14	0
MISSISSIPPI	17	12	0	68	2
MISSOURI	54	4	0	121	1
MONTANA	5	1	0	9	0
NEBRASKA	47	4	0	266	2
NEVADA	4	3		19	
NEW HAMPSHIRE	87	18	6	110	0
NEW JERSEY	62		4	9	2
NEW MEXICO	80	11	0	61	0
NEW YORK	215	63	0	242	1
NORTH CAROLINA	27	0	6	231	1
NORTH DAKOTA	24	0	0	0	0
OHIO	112	8	0	147	0
OKLAHOMA	22	0	0	96	1
OREGON	65	7	4	606	2
PENNSYLVANIA	57		0	451	2
PUERTO RICO	14	5	2	34	2
RHODE ISLAND	25	0	0	62	2
SOUTH CAROLINA	14	6	0	77	0
SOUTH DAKOTA	6	3	0	27	0
TENNESSEE	137	71	5	283	0
TEXAS	99				
UTAH	12	2	0	87	0
VERMONT	23	1	0	30	0
VIRGINIA	39	3	0	220	1
WASHINGTON	39	8	0		0
WEST VIRGINIA	47	1	0	70	1
WISCONSIN	89	0	0	142	3
WYOMING	24	0	1	17	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0		0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	8	1	0	4	0
U.S. AND OUTLYING AREAS	1,848	500	73	8,970	41
50 STATES, D.C. & P.R.	1,840	499	73	8,965	41

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	15	6	22	172
ALASKA	6	7	3	44
ARIZONA	30	21	16	175
ARKANSAS	16	14	9	113
CALIFORNIA	697	530	106	3,127
COLORADO	115	53	32	392
CONNECTICUT	57	39	20	288
DELAWARE	4	2	0	8
DISTRICT OF COLUMBIA	0	1	0	1
FLORIDA	412	34	135	1,352
GEORGIA	42	10	21	327
HAWAII	3	1	0	34
IDAHO	17	7	7	65
ILLINOIS	82	69	45	704
INDIANA	39	44	16	486
IOWA	8	4	1	82
KANSAS	31	7	6	191
KENTUCKY	24	7	20	229
LOUISIANA	1	57	57	343
MAINE	49	16	22	217
MARYLAND	77	36	47	567
MASSACHUSETTS	205	458	432	2,523
MICHIGAN	67	78	88	846
MINNESOTA	9	70	19	188
MISSISSIPPI	23	7	12	161
MISSOURI	20	10	8	208
MONTANA	1	4	2	22
NEBRASKA	112	16	28	475
NEVADA	6	4	.	56
NEW HAMPSHIRE	57	42	97	417
NEW JERSEY	35	4	12	126
NEW MEXICO	108	39	67	366
NEW YORK	188	23	81	813
NORTH CAROLINA	33	14	26	340
NORTH DAKOTA	3	13	8	48
OHIO	84	23	17	591
OKLAHOMA	28	12	3	162
OREGON		162	53	899
PENNSYLVANIA	38	95	39	682
PUERTO RICO	13	12	25	107
RHODE ISLAND	43	0	12	144
SOUTH CAROLINA	22	17	6	142
SOUTH DAKOTA	6	0	2	44
TENNESSEE	220	102	77	895
TEXAS		.	19	118
UTAH	13	23	16	153
VERMONT	23	6	20	103
VIRGINIA	42	10	18	333
WASHINGTON	37	13	14	111
WEST VIRGINIA	8	4	10	143
WISCONSIN	62	35	48	579
WYOMING	13	.	7	62
AMERICAN SAMOA	0	0	0	0
GUAM	0	1	1	3
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	10	2	0	25
U.S. AND OUTLYING AREAS	3,254	2,264	1,852	20,802
50 STATES, D.C. & P.R.	3,244	2,261	1,851	20,774

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	55	1,222	28	91	16
ALASKA	20	5	4	5	0
ARIZONA	199	41	47	1	7
ARKANSAS	499	120	15	50	7
CALIFORNIA	193	394	381	121	24
COLORADO	121	28	24	8	1
CONNECTICUT	148	14	19	10	3
DELAWARE	12	14	0	0	0
DISTRICT OF COLUMBIA	0	26	4	1	0
FLORIDA	191	1,149	3	27	21
GEORGIA	53	1,178	22	130	45
HAWAII	15	84	14	0	0
IDAHO	78	48	20	26	3
ILLINOIS	880	81	318	33	35
INDIANA	708	230	43	49	13
IOWA	476	35	9	74	4
KANSAS	251		10	39	0
KENTUCKY	566	198	16	104	10
LOUISIANA	18	559	18	8	9
MAINE	77	22	1	2	1
MARYLAND	105	109	32	12	1
MASSACHUSETTS	529	0	17	119	8
MICHIGAN	408	135	229	261	12
MINNESOTA	676	2	40	2	7
MISSISSIPPI	5	607	13	8	5
MISSOURI	307	217	14	9	1
MONTANA	45	17	0	2	1
NEBRASKA	201	17	12	30	5
NEVADA	1	68	5	1	4
NEW HAMPSHIRE	25	30	14	10	1
NEW JERSEY	274		46	2	14
NEW MEXICO	52	20	1	2	3
NEW YORK	28	659	52	4	13
NORTH CAROLINA	238	636	96	165	9
NORTH DAKOTA	47	5	2	0	1
OHIO	1,763	98	17	214	7
OKLAHOMA	511	0	5	13	8
OREGON	43	60	43	13	3
PENNSYLVANIA	1,538		47	42	18
PUERTO RICO	60	198	161	246	14
RHODE ISLAND	42	0	12	4	4
SOUTH CAROLINA	46	475	83	41	16
SOUTH DAKOTA	40	5	28	14	0
TENNESSEE	94	567	31	53	9
TEXAS	1,415				
UTAH	45	18	13	12	3
VERMONT	62	7	4	15	3
VIRGINIA	177	480	29	21	15
WASHINGTON	128	25	0		0
WEST VIRGINIA	354	94	15	25	9
WISCONSIN	468	42	33	63	8
WYOMING	14	6	11		1
AMERICAN SAMOA	0	6	0	0	0
GUAM	5		0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	38	0	0	2	2
BUR. OF INDIAN AFFAIRS	9	3	2	0	0
U.S. AND OUTLYING AREAS	14,353	10,054	2,103	2,288	398
50 STATES, D.C. & P.R.	14,301	10,045	2,101	2,286	396

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

	MENTAL RETARDATION			
STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	429	295	650	2,786
ALASKA	13	3	12	62
ARIZONA	133	52	155	635
ARKANSAS	534	185	281	1,691
CALIFORNIA	954	595	111	2,773
COLORADO	166	49	31	428
CONNECTICUT	99	77	58	428
DELAWARE	38	4	8	76
DISTRICT OF COLUMBIA	3	2	2	38
FLORIDA	1,107	75	622	3,195
GEORGIA	576	263	551	2,818
HAWAII	17	0	13	143
IDAHO	134	28	41	378
ILLINOIS	498	343	412	2,600
INDIANA	597	339	498	2,477
IOWA	105	109	238	1,054
KANSAS	294	56	75	725
KENTUCKY	519	167	566	2,146
LOUISIANA	5	253	207	1,077
MAINE	35	8	22	168
MARYLAND	78	37	56	426
MASSACHUSETTS	111	246	232	1,360
MICHIGAN	500	374	511	2,430
MINNESOTA	50	101	105	983
MISSISSIPPI	167	40	180	1,025
MISSOURI	178	69	183	978
MONTANA	24	2	13	104
NEBRASKA	202	28	76	571
NEVADA	17	10	5	111
NEW HAMPSHIRE	41	14	26	161
NEW JERSEY	132	38	109	615
NEW MEXICO	66	30	37	211
NEW YORK	518	94	272	1,640
NORTH CAROLINA	511	133	663	2,451
NORTH DAKOTA	10	9	8	82
OHIO	1,095	295	916	4,405
OKLAHOMA	297	116	171	1,119
OREGON		196	33	391
PENNSYLVANIA	419	497	372	2,931
PUERTO RICO	138	126	368	1,311
RHODE ISLAND	69	3	20	154
SOUTH CAROLINA	317	157	357	1,492
SOUTH DAKOTA	30	19	18	154
TENNESSEE	665	175	263	1,857
TEXAS	.	.	179	1,594
UTAH	47	89	35	262
VERMONT	64	12	25	192
VIRGINIA	277	42	266	1,307
WASHINGTON	165	49	45	412
WEST VIRGINIA	126	58	202	883
WISCONSIN	433	171	168	1,386
WYOMING	17	.	3	52
AMERICAN SAMOA	0	2	1	9
GUAM	0	2	2	9
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	2	0	15	59
BUR. OF INDIAN AFFAIRS	10	4	3	31
U.S. AND OUTLYING AREAS	13,032	6,137	10,491	58,856
50 STATES, D.C. & P.R.	13,020	6,129	10,470	58,748

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	72	74	0	66	2
ALASKA	16	0	1	25	0
ARIZONA	112	2	0	48	1
ARKANSAS	9	5	0	8	0
CALIFORNIA	506	201	21	720	3
COLORADO	259	20	10	160	4
CONNECTICUT	545	9	34	384	2
DELAWARE	7	1	0	10	0
DISTRICT OF COLUMBIA	1	5	1	3	0
FLORIDA	413	302	1	761	15
GEORGIA	190	210	2	535	
HAWAII	64	37	6	10	0
IDAHO	14	1	1	9	1
ILLINOIS	1,197	50	85	453	23
INDIANA	249	17	4	119	9
IOWA	231	22	26	141	2
KANSAS	165		0	185	4
KENTUCKY	86	3	0	57	2
LOUISIANA	30	92	0	16	4
MAINE	154	10	3	125	2
MARYLAND	182	13	20	85	1
MASSACHUSETTS	446	0	15	183	5
MICHIGAN	405	48	10	756	3
MINNESOTA	683	15	0	35	4
MISSISSIPPI	3	11	1	2	1
MISSOURI	141	14	4	54	2
MONTANA	33	4	2	9	0
NEBRASKA	88	2	0	60	1
NEVADA	21	20	1	4	
NEW HAMPSHIRE	102	30	12	147	1
NEW JERSEY	940		24	55	4
NEW MEXICO	41	4	0	27	1
NEW YORK	1,211	321	56	756	22
NORTH CAROLINA	134	44	25	198	1
NORTH DAKOTA	25	1	0	6	0
OHIO	271	12	3	180	3
OKLAHOMA	51	0	0	30	1
OREGON	54	22	2	79	1
PENNSYLVANIA	959		7	519	11
PUERTO RICO	4	3	6	24	1
RHODE ISLAND	79	0	3	18	0
SOUTH CAROLINA	38	35	7	68	4
SOUTH DAKOTA	16	1	2	30	0
TENNESSEE	87	57	3	96	0
TEXAS	1,224				
UTAH	73	51	3	122	5
VERMONT	59	4	0	37	2
VIRGINIA	362	71	7	206	3
WASHINGTON	76	15	0		0
WEST VIRGINIA	96	9	0	14	0
WISCONSIN	672	36	5	719	9
WYOMING	25	4	0	23	1
AMERICAN SAMOA	0	0	0	0	0
GUAM	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	3	0	0	0	0
BUR. OF INDIAN AFFAIRS	14	5	0	4	0
U.S. AND OUTLYING AREAS	12,916	1,911	403	8,401	161
50 STATES, D.C. & P.R.	12,898	1,908	403	8,397	161

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

	EMOTIONAL DISTURBANCE			
STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	244	137	232	827
ALASKA	45	33	47	167
ARIZONA	221	138	306	828
ARKANSAS	43	10	6	81
CALIFORNIA	2,546	2,063	280	6,340
COLORADO	925	502	205	2,085
CONNECTICUT	682	470	796	2,922
DELAWARE	32	4	5	59
DISTRICT OF COLUMBIA	2	1	9	22
FLORIDA	2,993	135	1,426	6,046
GEORGIA	1,108	373	730	3,148
HAWAII	46	11	23	197
IDAHO	78	20	27	151
ILLINOIS	1,687	1,652	1,616	6,763
INDIANA	714	430	641	2,179
IOWA	268	167	405	1,262
KANSAS	959	188	244	1,745
KENTUCKY	388	136	294	966
LOUISIANA	9	338	281	770
MAINE	288	73	212	867
MARYLAND	292	91	186	860
MASSACHUSETTS	93	208	196	1,146
MICHIGAN	1,100	1,002	1,138	4,462
MINNESOTA	548	1,138	957	3,380
MISSISSIPPI	29	18	11	76
MISSOURI	330	211	350	1,106
MONTANA	88	28	76	240
NEBRASKA	268	63	138	620
NEVADA	50	35	22	153
NEW HAMPSHIRE	106	85	293	778
NEW JERSEY	1,037	303	898	3,261
NEW MEXICO	376	77	78	606
NEW YORK	3,892	1,020	2,146	9,425
NORTH CAROLINA	479	132	579	1,596
NORTH DAKOTA	18	44	46	140
OHIO	483	212	355	1,521
OKLAHOMA	139	73	82	376
OREGON		425	118	701
PENNSYLVANIA	1,101	1,872	598	5,087
PUERTO RICO	10	10	22	80
RHODE ISLAND	245	8	99	452
SOUTH CAROLINA	232	153	150	687
SOUTH DAKOTA	38	27	37	151
TENNESSEE	530	197	119	1,089
TEXAS	.	.	450	1,678
UTAH	200	271	171	896
VERMONT	161	26	114	403
VIRGINIA	601	97	584	1,929
WASHINGTON	307	153	127	672
WEST VIRGINIA	123	46	123	385
WISCONSIN	1,995	567	889	4,892
WYOMING	50	.	74	177
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	1	0	0	4
BUR. OF INDIAN AFFAIRS	34	29	13	99
U.S. AND OUTLYING AREAS	28,234	15,502	19,024	86,554
50 STATES, D.C. & P.R.	28,199	15,473	19,011	86,450

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Data based on the 1996-97 school year, revised as of September 1, 1998.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1	30	9	0	1
ALASKA	5	1	1	4	1
ARIZONA	0	12	20	0	5
ARKANSAS	18	9	2	0	2
CALIFORNIA	35	59	95	19	13
COLORADO	73	9	22	1	7
CONNECTICUT	35	4	11	10	4
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	0	0	0
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	0	7	8	0	2
IDAHO	2	4	3	1	1
ILLINOIS	.	.	.	.	.
INDIANA	14	24	10	0	2
IOWA	11	1	2	1	1
KANSAS	36	.	7	17	9
KENTUCKY	16	42	2	1	4
LOUISIANA	2	26	2	0	6
MAINE	46	21	3	15	7
MARYLAND	61	67	17	12	7
MASSACHUSETTS	110	0	4	44	0
MICHIGAN	8	13	50	7	34
MINNESOTA	0	0	0	0	0
MISSISSIPPI	1	33	3	0	1
MISSOURI	4	4	1	1	2
MONTANA	10	9	0	0	2
NEBRASKA	3	4	4	1	2
NEVADA	.	9	4	.	1
NEW HAMPSHIRE	2	12	7	0	4
NEW JERSEY	345	.	17	8	5
NEW MEXICO	16	2	2	1	0
NEW YORK	97	282	68	12	32
NORTH CAROLINA	4	42	29	0	5
NORTH DAKOTA	.	.	.	.	.
OHIO	284	44	79	15	23
OKLAHOMA	50	0	2	2	6
OREGON	.	.	.	.	.
PENNSYLVANIA	40	.	6	1	6
PUERTO RICO	1	5	12	5	9
RHODE ISLAND	0	0	5	3	1
SOUTH CAROLINA	0	9	0	0	1
SOUTH DAKOTA	3	1	12	0	2
TENNESSEE	1	29	9	1	11
TEXAS	246	.	.	.	.
UTAH	18	7	20	1	3
VERMONT	2	1	3	0	0
VIRGINIA	4	18	6	4	1
WASHINGTON	34	7	0	.	1
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	0	0	0	0	0
WYOMING	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0
GUAM	1	.	2	0	0
NORTHERN MARIANAS	0	0	1	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	4	0	0
BUR. OF INDIAN AFFAIRS	6	3	2	0	1
U.S. AND OUTLYING AREAS	1,645	851	604	185	225
50 STATES, D.C. & P.R.	1,638	848	595	185	224

Please see data notes for an explanation of individual State differences.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	MULTIPLE DISABILITIES MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	16	7	7	71
ALASKA	6	2	3	23
ARIZONA	19	3	8	67
ARKANSAS	20	3	3	57
CALIFORNIA	127	103	18	469
COLORADO	103	35	11	261
CONNECTICUT	48	23	20	155
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2
FLORIDA	.	.	.	.
GEORGIA	.	.	.	.
HAWAII	4	4	0	25
IDAHO	15	1	1	28
ILLINOIS	.	.	.	.
INDIANA	45	2	5	102
IOWA	1	4	4	25
KANSAS	136	22	32	259
KENTUCKY	23	6	25	119
LOUISIANA	0	5	7	48
MAINE	71	13	17	193
MARYLAND	66	27	45	302
MASSACHUSETTS	23	52	47	280
MICHIGAN	53	18	7	190
MINNESOTA	0	0	0	0
MISSISSIPPI	4	0	5	47
MISSOURI	9	1	3	25
MONTANA	8	1	4	34
NEBRASKA	7	3	1	25
NEVADA	6	2	.	22
NEW HAMPSHIRE	7	0	0	32
NEW JERSEY	333	58	144	928
NEW MEXICO	22	7	9	58
NEW YORK	315	94	120	1,020
NORTH CAROLINA	13	4	2	99
NORTH DAKOTA	.	.	.	.
OHIO	139	28	28	640
OKLAHOMA	18	3	6	87
OREGON	.	.	.	.
PENNSYLVANIA	8	12	2	75
PUERTO RICO	5	3	5	65
RHODE ISLAND	13	0	0	22
SOUTH CAROLINA	6	4	3	23
SOUTH DAKOTA	7	3	0	28
TENNESSEE	36	5	11	103
TEXAS	.	.	28	274
UTAH	12	26	7	94
VERMONT	1	1	0	8
VIRGINIA	13	10	14	68
WASHINGTON	29	12	1	84
WEST VIRGINIA	.	.	.	.
WISCONSIN	0	0	0	0
WYOMING	.	.	.	.
AMERICAN SAMOA	0	0	1	1
GUAM	0	0	2	5
NORTHERN MARIANAS	0	0	0	1
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	4
BUR. OF INDIAN AFFAIRS	5	3	2	22
U.S. AND OUTLYING AREAS	1,792	610	658	6,570
50 STATES, D.C. & P.R.	1,787	607	653	6,537

Please see data notes for an explanation of individual State differences.
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Data based on the 1996-97 school year, revised as of September 1, 1998.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	HEARING IMPAIRMENTS GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	20	36	0	7	0
ALASKA	5	0	0	2	0
ARIZONA	44	1	1	6	0
ARKANSAS	21	6	0	4	0
CALIFORNIA	268	75	18	90	0
COLORADO	45	1	0	4	0
CONNECTICUT	41	1	.	7	2
DELAWARE	3	2	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	101	40	0	8	0
GEORGIA	40	38	0	15	.
HAWAII	5	6	2	2	0
IDAHO	6	2	0	10	1
ILLINOIS	197	1	4	22	1
INDIANA	65	12	2	8	1
IOWA	29	0	0	11	0
KANSAS	32	.	0	4	1
KENTUCKY	46	2	1	18	2
LOUISIANA	37	30	1	1	0
MAINE	11	0	0	5	0
MARYLAND	59	4	0	6	0
MASSACHUSETTS	57	0	2	23	0
MICHIGAN	114	1	2	49	0
MINNESOTA	86	0	0	1	0
MISSISSIPPI	1	30	0	1	0
MISSOURI	40	3	0	1	0
MONTANA	8	0	0	1	0
NEBRASKA	32	0	0	5	0
NEVADA	6	7	.	.	
NEW HAMPSHIRE	11	4	1	7	0
NEW JERSEY	88	.	4	6	0
NEW MEXICO	16	1	0	2	0
NEW YORK	124	56	5	31	1
NORTH CAROLINA	59	15	0	26	1
NORTH DAKOTA	6	0	0	0	0
OHIO	114	5	0	18	0
OKLAHOMA	29	0	0	4	0
OREGON	50	2	1	26	0
PENNSYLVANIA	146	.	0	28	1
PUERTO RICO	15	11	5	6	0
RHODE ISLAND	12	0	0	0	0
SOUTH CAROLINA	33	19	1	18	0
SOUTH DAKOTA	14	1	1	3	0
TENNESSEE	51	27	2	13	0
TEXAS	252	.	.	.	.
UTAH	5	0	0	0	0
VERMONT	6	0	0	2	0
VIRGINIA	39	18	5	20	0
WASHINGTON	56	4	0	.	0
WEST VIRGINIA	28	1	0	2	0
WISCONSIN	50	0	0	14	0
WYOMING	4	0	0	0	0
AMERICAN SAMOA	0	1	0	0	0
GUAM	0	.	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	4	1	0	0	0
U.S. AND OUTLYING AREAS	2,631	465	58	538	11
50 STATES, D.C. & P.R.	2,627	462	58	537	11

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	HEARING IMPAIRMENTS MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	13	3	9	88
ALASKA	4	1	3	15
ARIZONA	17	4	[illegible]	95
ARKANSAS	26	4	7	68
CALIFORNIA	237	126	37	851
COLORADO	49	14	7	120
CONNECTICUT	12	6	5	74
DELAWARE	4	0	0	9
DISTRICT OF COLUMBIA	1	0	0	1
FLORIDA	34	5	22	270
GEORGIA	17	4	10	124
HAWAII	2	1	0	18
IDAHO	5	6	2	26
ILLINOIS	53	28	24	330
INDIANA	36	14	12	150
IOWA	9	11	4	64
KANSAS	37	3	0	77
KENTUCKY	22	7	20	108
LOUISIANA	1	26	17	113
MAINE	10	0	4	30
MARYLAND	24	5	5	103
MASSACHUSETTS	12	26	25	143
MICHIGAN	40	35	34	275
MINNESOTA	5	53	10	115
MISSISSIPPI	15	6	7	51
MISSOURI	9	4	11	69
MONTANA	4	1	1	15
NEBRASKA	19	1	7	64
NEVADA	3	4	2	26
NEW HAMPSHIRE	6	1	4	34
NEW JERSEY	25	2	2	127
NEW MEXICO	8	2	4	33
NEW YORK	101	21	46	385
NORTH CAROLINA	24	9	18	152
NORTH DAKOTA	1	0	0	7
OHIO	31	12	11	233
OKLAHOMA	15	7	5	60
OREGON	[illegible]	45	4	128
PENNSYLVANIA	21	35	10	281
PUERTO RICO	4	6	12	59
RHODE ISLAND	0	0	0	12
SOUTH CAROLINA	21	8	14	114
SOUTH DAKOTA	0	0	2	21
TENNESSEE	45	4	29	162
TEXAS	[illegible]	[illegible]	23	275
UTAH	1	3	2	11
VERMONT	6	0	1	15
VIRGINIA	24	2	8	116
WASHINGTON	89	25	7	141
WEST VIRGINIA	7	0	1	39
WISCONSIN	24	10	6	104
WYOMING	8	[illegible]	0	12
AMERICAN SAMOA	0	0	0	1
GUAM	0	1	1	3
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	1
BUR. OF INDIAN AFFAIRS	1	1	0	7
U.S. AND OUTLYING AREAS	1,271	580	510	6,064
50 STATES, D.C. & P.R.	1,270	578	509	6,052

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	8	10	0	0	0
ALASKA	1	0	0	0	0
ARIZONA	21	1	0	3	2
ARKANSAS	13	0	0	7	8
CALIFORNIA	129	65	70	123	25
COLORADO	67	3	4	41	3
CONNECTICUT	11			4	
DELAWARE	3	2	0	0	0
DISTRICT OF COLUMBIA	1	2	0	0	0
FLORIDA	102	71	0	108	3
GEORGIA	17	12	0	1	
HAWAII	6	4	2	0	0
IDAHO	6	1	0	1	1
ILLINOIS	85	6	12	56	6
INDIANA	41	4	1	15	1
IOWA	19	2	0	28	8
KANSAS	13		0	4	1
KENTUCKY	14	4	0	6	2
LOUISIANA	19	27	1	5	1
MAINE	4	0	0	2	0
MARYLAND	6	1	0	4	1
MASSACHUSETTS	19	0	1	15	0
MICHIGAN	302	19	9	156	14
MINNESOTA	71	0	1	0	0
MISSISSIPPI	14	40	2	0	10
MISSOURI	17	8	0	1	1
MONTANA	3	4	0	1	0
NEBRASKA	17	1	0	4	0
NEVADA	9	3		1	
NEW HAMPSHIRE	5	2	0	1	2
NEW JERSEY	19		2	4	1
NEW MEXICO	19	2	0	54	1
NEW YORK	77	12	0	17	0
NORTH CAROLINA	34	8	0	4	2
NORTH DAKOTA	3	0	0	0	0
OHIO	206	19	4	430	16
OKLAHOMA	3	0	0	3	2
OREGON	20	2	8	37	1
PENNSYLVANIA	39		3	6	6
PUERTO RICO	14	5	1	5	1
RHODE ISLAND	20	0	1	1	0
SOUTH CAROLINA	18	11	1	7	0
SOUTH DAKOTA	3	1	1	3	0
TENNESSEE	25	14	1	109	1
TEXAS	174				
UTAH	5	1	0	1	0
VERMONT	4	0	0	0	1
VIRGINIA	27	2	1	7	0
WASHINGTON	23	0	0		1
WEST VIRGINIA	10	0	0	1	0
WISCONSIN	37	1	0	14	7
WYOMING	6	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0		0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	1	0
VIRGIN ISLANDS	1	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	1	0	0	0
U.S. AND OUTLYING AREAS	1,861	364	126	1,285	115
50 STATES, D.C. & P.R.	1,858	362	126	1,283	115

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	3	1	8	27
ALASKA	1	2	0	4
ARIZONA	12	3	22	62
ARKANSAS	8	4	7	19
CALIFORNIA	198	146	15	771
COLORADO	97	16	18	268
CONNECTICUT	4		1	22
DELAWARE	12	2	3	22
DISTRICT OF COLUMBIA	3	0	0	8
FLORIDA	123	6	11	447
GEORGIA	2	1	4	19
HAWAII	0	1	[illegible]	21
IDAHO	1	0	0	20
ILLINOIS	23	17	4	222
INDIANA	10	3	6	74
IOWA	9	7	11	100
KANSAS	10	0	1	29
KENTUCKY	4	2	8	35
LOUISIANA	0	12	9	52
MAINE	2	0	0	8
MARYLAND	1	1	0	16
MASSACHUSETTS	9	16	18	100
MICHIGAN	158	114	227	848
MINNESOTA	5	10	5	92
MISSISSIPPI	11	4	10	91
MISSOURI	3	2	8	31
MONTANA	2	0	2	9
NEBRASKA	11	1	1	18
NEVADA	3	2	4	18
NEW HAMPSHIRE	1	0	5	14
NEW JERSEY	8	2	2	17
NEW MEXICO	4	3	1	84
NEW YORK	26	8	12	147
NORTH CAROLINA	4	2	3	55
NORTH DAKOTA	0	0	0	1
OHIO	54	25	41	796
OKLAHOMA	7	3	2	15
OREGON		17	4	81
PENNSYLVANIA	6	5	1	44
PUERTO RICO	2	0	4	32
RHODE ISLAND	1	0	0	23
SOUTH CAROLINA	8	8	13	66
SOUTH DAKOTA	0	1	1	19
TENNESSEE	12	4	2	169
TEXAS			16	190
UTAH	3	1	0	11
VERMONT	1	0	0	6
VIRGINIA	11	3	2	82
WASHINGTON	14	11	2	57
WEST VIRGINIA	1	0	0	16
WISCONSIN	14	14	12	98
WYOMING	2		1	10
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	2
VIRGIN ISLANDS	0	0	0	1
BUR. OF INDIAN AFFAIRS	0	1	0	4
U.S. AND OUTLYING AREAS	905	497	428	5,541
50 STATES, D.C. & P.R.	905	496	428	5,533

Please see data notes for an explanation of individual State differences.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	OTHER HEALTH IMPAIRMENTS GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	45	11	0	8	1
ALASKA	12	0	0	3	1
ARIZONA	28	1	1	7	0
ARKANSAS	81	5	0	26	4
CALIFORNIA	237	81	17	492	15
COLORADO					
CONNECTICUT	167		1	108	2
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	2	8	0	0	1
FLORIDA	34	9	0	108	0
GEORGIA	82	41	0	43	
HAWAII	2	9	0	1	3
IDAHO	19	4	1	13	0
ILLINOIS	82	0	3	735	6
INDIANA	28	0	1	13	1
IOWA	1	0	0	0	0
KANSAS	67		0	45	3
KENTUCKY	46	3	0	16	0
LOUISIANA	65	44	0	12	6
MAINE	27	0	1	15	1
MARYLAND	56	7	1	35	1
MASSACHUSETTS	47	0	2	19	0
MICHIGAN					
MINNESOTA	148	0	0	1	1
MISSISSIPPI					
MISSOURI	38	2	0	15	0
MONTANA	15	0	0	7	1
NEBRASKA	43	2	0	64	4
NEVADA	7	4		1	
NEW HAMPSHIRE	76	21	5	53	1
NEW JERSEY	55		2	29	5
NEW MEXICO	12	0	0	6	0
NEW YORK	341	39	1	142	7
NORTH CAROLINA	156	26	4	68	4
NORTH DAKOTA	9	0	0	0	0
OHIO					
OKLAHOMA	34	0	0	8	0
OREGON	36	15	2	47	5
PENNSYLVANIA	11		0	2	0
PUERTO RICO	15	5	7	12	7
RHODE ISLAND	47	0	0	141	2
SOUTH CAROLINA	17	6	2	15	1
SOUTH DAKOTA	3	0	0	10	0
TENNESSEE	192	50	4	887	10
TEXAS	757				
UTAH	9	1	0	7	1
VERMONT	11	0	0	6	0
VIRGINIA	87	27	0	28	3
WASHINGTON	247	38	0		4
WEST VIRGINIA	24	2	0	1	1
WISCONSIN	55	3	0	54	4
WYOMING	16	1	2	6	0
AMERICAN SAMOA	0	0	0	0	1
GUAM	1		0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	2	0	1	0
U.S. AND OUTLYING AREAS	3,593	469	57	3,310	107
50 STATES, D.C. & P.R.	3,589	467	57	3,309	106

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	OTHER HEALTH IMPAIRMENTS MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	12	9	16	104
ALASKA	6	7	7	36
ARIZONA	14	6	7	64
ARKANSAS	78	18	35	247
CALIFORNIA	401	285	49	1,577
COLORADO				
CONNECTICUT	97	56	61	492
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	11
FLORIDA	100	1	16	268
GEORGIA	61	28	42	297
HAWAII	5	0	1	21
IDAHO	21	5	12	75
ILLINOIS	45	18	43	932
INDIANA	27	8	16	94
IOWA	0	1	0	2
KANSAS	120	11	27	273
KENTUCKY	30	11	43	149
LOUISIANA	0	98	58	283
MAINE	16	5	16	81
MARYLAND	33	20	21	174
MASSACHUSETTS	10	23	22	123
MICHIGAN				
MINNESOTA	19	105	37	311
MISSISSIPPI				
MISSOURI	33	11	12	111
MONTANA	9	6	16	54
NEBRASKA	31	9	21	174
NEVADA	11	3	3	29
NEW HAMPSHIRE	49	24	94	323
NEW JERSEY	6	2	16	115
NEW MEXICO	22	12	20	72
NEW YORK	193	43	76	842
NORTH CAROLINA	105	7	100	470
NORTH DAKOTA	1	4	0	14
OHIO				
OKLAHOMA	19	6	11	78
OREGON		106	29	240
PENNSYLVANIA	11	7	4	35
PUERTO RICO	6	10	13	75
RHODE ISLAND	45	3	19	257
SOUTH CAROLINA	21	14	20	96
SOUTH DAKOTA	4	2	0	19
TENNESSEE	318	51	90	1,602
TEXAS			112	869
UTAH	17	18	6	59
VERMONT	21	1	3	42
VIRGINIA	75	25	67	312
WASHINGTON	263	93	94	739
WEST VIRGINIA	7	1	7	43
WISCONSIN	43	8	7	174
WYOMING	12		10	47
AMERICAN SAMOA	0	0	0	1
GUAM	0	0	1	2
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	2	2
BUR. OF INDIAN AFFAIRS	2	2	0	10
U.S. AND OUTLYING AREAS	2,419	1,183	1,382	12,520
50 STATES, D.C. & P.R.	2,417	1,181	1,379	12,505

Please see data notes for an explanation of individual State differences.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	VISUAL IMPAIRMENTS GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	20	10	0	3	0
ALASKA	0	0	0	0	0
ARIZONA	20	3	0	8	2
ARKANSAS	9	0	0	1	0
CALIFORNIA	82	40	25	35	6
COLORADO	22	0	0	5	0
CONNECTICUT	19	2	5	4	
DELAWARE	0	4	0	0	0
DISTRICT OF COLUMBIA	1	1	0	0	0
FLORIDA	63	6	0	13	1
GEORGIA	17	15	0	3	
HAWAII	0	7	1	0	0
IDAHO	4	0	0	0	0
ILLINOIS	88	2	1	7	0
INDIANA	32	13	0	3	0
IOWA	12	0	0	3	0
KANSAS	12		0	2	0
KENTUCKY	23	0	0	4	0
LOUISIANA	34	4	0	0	1
MAINE	7	1	0	0	0
MARYLAND	10	7	0	1	0
MASSACHUSETTS	23	0	1	10	0
MICHIGAN	51	0	1	11	2
MINNESOTA	26	0	0	0	0
MISSISSIPPI	13	9	1	0	0
MISSOURI	11	1	0	0	0
MONTANA	2	1	0	0	0
NEBRASKA	15	0	0	4	0
NEVADA	1				
NEW HAMPSHIRE	5	0	0	2	1
NEW JERSEY	15		0	0	0
NEW MEXICO	5	0	0	0	0
NEW YORK	62	11	1	15	2
NORTH CAROLINA	35	9	4	6	0
NORTH DAKOTA	3	0	0	0	0
OHIO	36	6	0	2	1
OKLAHOMA	11	0	0	2	0
OREGON	14	1	1	9	0
PENNSYLVANIA	65		2	12	1
PUERTO RICO	21	0	1	6	0
RHODE ISLAND	4	0	1	0	0
SOUTH CAROLINA	14	11	1	1	0
SOUTH DAKOTA	4	0	0	0	0
TENNESSEE	30	12	0	15	1
TEXAS	101				
UTAH	1	0	0	2	0
VERMONT	1	0	0	0	0
VIRGINIA	25	4	0	11	1
WASHINGTON	9	0	0		0
WEST VIRGINIA	14	3	0	0	0
WISCONSIN	22	0	0	2	0
WYOMING	2	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0		0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0
U.S. AND OUTLYING AREAS	1,117	181	48	199	19
50 STATES, D.C. & P.R.	1,116	181	48	199	19

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	VISUAL IMPAIRMENTS MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	6	0	1	40
ALASKA	1	1	2	4
ARIZONA	15	15	21	84
ARKANSAS	4	0	0	14
CALIFORNIA	90	18	14	131
COLORADO	11	3	0	41
CONNECTICUT	5	6	1	42
DELAWARE	[illegible]	2	0	6
DISTRICT OF COLUMBIA	[illegible]	0	0	2
FLORIDA	32	0	4	120
GEORGIA	6	1	4	46
HAWAII	0	1	0	4
IDAHO	1	0	0	5
ILLINOIS	29	6	7	140
INDIANA	25	3	4	[illegible]
IOWA	0	2	1	18
KANSAS	6	0	3	23
KENTUCKY	9	4	6	45
LOUISIANA	0	6	3	42
MAINE	1	1	1	11
MARYLAND	4	1	4	29
MASSACHUSETTS	5	10	11	[illegible]
MICHIGAN	10	9	10	51
MINNESOTA	0	8	2	14
MISSISSIPPI	1	1	3	[illegible]
MISSOURI	5	0	3	[illegible]
MONTANA	1	0	0	4
NEBRASKA	1	1	2	23
NEVADA	2	[illegible]	[illegible]	9
NEW HAMPSHIRE	1	1	[illegible]	12
NEW JERSEY	7	0	3	21
NEW MEXICO	11	1	1	21
NEW YORK	34	4	18	148
NORTH CAROLINA	4	0	4	70
NORTH DAKOTA	0	0	0	1
OHIO	14	5	5	73
OKLAHOMA	9	2	2	21
OREGON	[illegible]	4	3	32
PENNSYLVANIA	8	27	4	157
PUERTO RICO	4	5	6	41
RHODE ISLAND	2	0	2	9
SOUTH CAROLINA	7	4	5	45
SOUTH DAKOTA	0	0	0	4
TENNESSEE	27	2	9	51
TEXAS	[illegible]	[illegible]	8	104
UTAH	2	5	0	10
VERMONT	2	0	0	3
VIRGINIA	6	2	9	58
WASHINGTON	7	0	0	16
WEST VIRGINIA	7	1	2	27
WISCONSIN	5	1	7	37
WYOMING	2	[illegible]	1	5
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	2
U.S. AND OUTLYING AREAS	432	177	192	2,365
50 STATES, D.C. & P.R.	432	176	192	2,363

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	GRADUATED WITH DIPLOMA	AUTISM GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	4	2	1	0	0
ALASKA	0	0	0	1	0
ARIZONA	5	1	3	0	0
ARKANSAS	4	1	0	0	0
CALIFORNIA	15	12	32	14	2
COLORADO	2	0	2	0	0
CONNECTICUT	3		5	1	
DELAWARE	0	0	3	0	0
DISTRICT OF COLUMBIA	0	0	2	0	0
FLORIDA	0	12	0	0	1
GEORGIA	3	9	1	10	[illegible]
HAWAII	1	0	2	0	0
IDAHO	1	0	1	1	0
ILLINOIS	12	0	14	0	0
INDIANA	12	11	7	2	0
IOWA	7	2	0	1	0
KANSAS	3		1	0	0
KENTUCKY	0	2	0	0	0
LOUISIANA	[illegible]	11	0	0	0
MAINE	1	0	0	0	0
MARYLAND	8	4	0	0	0
MASSACHUSETTS	29	0	1	14	0
MICHIGAN	17	15	18	15	1
MINNESOTA	23	0	5	0	1
MISSISSIPPI	0	8	1	0	1
MISSOURI	7	4	0	0	0
MONTANA	2	1	0	0	0
NEBRASKA	0	2	0	0	0
NEVADA		1			
NEW HAMPSHIRE	0	1	1	0	0
NEW JERSEY	5		2	0	2
NEW MEXICO	0	1	1	1	0
NEW YORK	10	14	9	11	1
NORTH CAROLINA	10	21	4	2	0
NORTH DAKOTA	1	0	2	0	0
OHIO	8	0	0	0	0
OKLAHOMA	2	0	0	0	0
OREGON	5	6	5	3	0
PENNSYLVANIA	15		0	0	0
PUERTO RICO	0	0	4	0	0
RHODE ISLAND	0	0	6	0	0
SOUTH CAROLINA	0	4	0	0	0
SOUTH DAKOTA	0	0	1	0	0
TENNESSEE	6	10	2	0	0
TEXAS	49				
UTAH	2	0	1	1	0
VERMONT	0	0	0	0	0
VIRGINIA	4	4	4	1	0
WASHINGTON	15	1	0		1
WEST VIRGINIA	2	5	1	0	0
WISCONSIN	10	1	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0		0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	303	191	133	79	10
50 STATES, D.C. & P.R.	303	191	133	79	10

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	AUTISM MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	1	0	0	8
ALASKA	0	0	0	1
ARIZONA	2	1	0	11
ARKANSAS	1	0	0	6
CALIFORNIA	67	30	1	173
COLORADO	1	0	0	5
CONNECTICUT	3	1	2	15
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2
FLORIDA	20	2	3	58
GEORGIA	11	1	0	35
HAWAII	1	0	0	4
IDAHO	2	0	1	6
ILLINOIS	6	4	0	36
INDIANA	17	1	1	51
IOWA	1	2	1	14
KANSAS	0	0	0	4
KENTUCKY	0	1	1	4
LOUISIANA	0	7	3	21
MAINE	1	0	0	2
MARYLAND	3	0	2	17
MASSACHUSETTS	5	14	13	76
MICHIGAN	29	12	8	116
MINNESOTA	0	1	0	25
MISSISSIPPI	4	0	0	14
MISSOURI	2	0	1	14
MONTANA	2	0	1	6
NEBRASKA	1	0	0	3
NEVADA	1	[illegible]	[illegible]	2
NEW HAMPSHIRE	0	0	0	2
NEW JERSEY	6	2	0	17
NEW MEXICO	2	0	0	4
NEW YORK	82	5	71	208
NORTH CAROLINA	21	2	1	62
NORTH DAKOTA	0	0	0	1
OHIO	4	1	0	13
OKLAHOMA	3	1	1	7
OREGON		32	2	53
PENNSYLVANIA	5	2	0	22
PUERTO RICO	1	1	3	13
RHODE ISLAND	1	0	0	6
SOUTH CAROLINA	2	0	0	6
SOUTH DAKOTA	0	0	0	1
TENNESSEE	7	1	3	29
TEXAS		[illegible]	4	53
UTAH	2	3	0	9
VERMONT	1	0	0	1
VIRGINIA	5	0	1	19
WASHINGTON	2	0	2	21
WEST VIRGINIA	13	0	4	25
WISCONSIN	11	5	3	30
WYOMING	0	[illegible]	0	0
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	1	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	350	132	134	1,332
50 STATES, D.C. & P.R.	350	132	133	1,331

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0	1	0	0	0
ALASKA	0	0	0	2	0
ARIZONA	3	1	0	2	0
ARKANSAS	2	0	0	0	0
CALIFORNIA	1	0	1	0	0
COLORADO	2	0	0	0	0
CONNECTICUT	4	1			
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	3	0	0	0
FLORIDA	0	0	0	0	0
GEORGIA	2	3	0	0	
HAWAII	1	0	1	1	0
IDAHO	0	0	0	4	0
ILLINOIS	3	0	0	0	0
INDIANA	1	3	0	0	0
IOWA	0	0	0	0	0
KANSAS	0		0	0	0
KENTUCKY	0	0	0	0	0
LOUISIANA	0	1	0	0	0
MAINE	0	0	0	0	0
MARYLAND	0	1	0	0	0
MASSACHUSETTS	1	0	0	0	0
MICHIGAN					
MINNESOTA	2	0	0	0	0
MISSISSIPPI	0	8	0	0	0
MISSOURI	0	0	0	0	0
MONTANA	0	0	0	0	0
NEBRASKA	0	0	0	0	0
NEVADA		1			
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	0		0	0	0
NEW MEXICO	0	0	0	0	0
NEW YORK	5	1	1	0	0
NORTH CAROLINA	0	0	0	0	0
NORTH DAKOTA	0	0	0	0	0
OHIO	4	1	2	0	0
OKLAHOMA	2	0	0	0	0
OREGON	0	0	0	0	0
PENNSYLVANIA	2		0	0	0
PUERTO RICO	2	1	0	0	0
RHODE ISLAND	0	0	0	0	0
SOUTH CAROLINA	1	2	0	0	0
SOUTH DAKOTA	0	0	0	0	0
TENNESSEE	0	0	0	0	0
TEXAS	2				
UTAH	0	0	0	0	0
VERMONT	0	0	0	0	0
VIRGINIA	0	0	0	0	0
WASHINGTON	1	0	0		0
WEST VIRGINIA	0	0	1	0	0
WISCONSIN	1	0	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0		1	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	42	28	7	9	0
50 STATES, D.C. & P.R.	42	28	6	9	0

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	DEAF-BLINDNESS MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	0	0	0	1
ALASKA	0	0	1	3
ARIZONA	0	0	0	6
ARKANSAS	0	0	0	2
CALIFORNIA	3	2	1	8
COLORADO	1	0	2	5
CONNECTICUT	.			5
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3
FLORIDA	0	0	1	1
GEORGIA	1	2	0	8
HAWAII	1	0	0	4
IDAHO	0	0	4	8
ILLINOIS	4	1	1	9
INDIANA	1	0	0	5
IOWA	0	0	0	0
KANSAS	0	0	1	1
KENTUCKY	0	0	0	0
LOUISIANA	0	1	0	2
MAINE	0	0	0	0
MARYLAND	0	0	0	1
MASSACHUSETTS	0	0	0	1
MICHIGAN				.
MINNESOTA	0	0	0	2
MISSISSIPPI	0	0	0	8
MISSOURI	0	0	0	0
MONTANA	0	0	0	0
NEBRASKA	0	0	0	0
NEVADA	.	.	1	2
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	2	0	0	2
NEW MEXICO	0	0	0	0
NEW YORK	2	0	1	10
NORTH CAROLINA	1	0	0	1
NORTH DAKOTA	0	0	0	0
OHIO	3	0	0	10
OKLAHOMA	0	0	1	3
OREGON	.	3	0	3
PENNSYLVANIA	0	0	0	2
PUERTO RICO	1	0	0	4
RHODE ISLAND	0	0	0	0
SOUTH CAROLINA	0	0	0	3
SOUTH DAKOTA	1	0	0	1
TENNESSEE	0	0	0	0
TEXAS	.	.	1	3
UTAH	0	0	0	0
VERMONT	0	0	0	0
VIRGINIA	0	0	0	0
WASHINGTON	2	1	0	4
WEST VIRGINIA	2	0	1	4
WISCONSIN	0	0	0	1
WYOMING	0	.	0	0
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	1	2
U.S. AND OUTLYING AREAS	26	10	17	139
50 STATES, D.C. & P.R.	25	10	16	136

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	TRAUMATIC BRAIN INJURY GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	6	4	0	2	0
ALASKA	2	0	0	1	0
ARIZONA	8	0	1	0	0
ARKANSAS	6	1	0	2	0
CALIFORNIA	19	9	2	15	0
COLORADO	9	1	2	3	0
CONNECTICUT	8		1	2	
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	7	4	0	1	0
GEORGIA	7	9	0	1	
HAWAII	5	0	0	0	0
IDAHO	7	0	1	4	1
ILLINOIS	17	0	3	2	2
INDIANA	27	4	2	3	1
IOWA	16	1	1	1	1
KANSAS	5		1	0	0
KENTUCKY	7	2	0	1	1
LOUISIANA	8	4	0	1	0
MAINE	5	0	0	2	0
MARYLAND	9	1	1	0	0
MASSACHUSETTS	11	0	0	5	0
MICHIGAN					
MINNESOTA	18	0	0	1	0
MISSISSIPPI	1	1	0	1	1
MISSOURI	9	4	1	0	0
MONTANA	4	0	0	0	0
NEBRASKA	14	0	0	1	0
NEVADA	3	4			
NEW HAMPSHIRE	1	1	0	1	0
NEW JERSEY	4		0	0	0
NEW MEXICO	5	0	0	1	0
NEW YORK	47	19	4	6	2
NORTH CAROLINA	11	4	0	4	0
NORTH DAKOTA	2	1	0	0	1
OHIO	18	0	0	1	1
OKLAHOMA	19	0	0	2	0
OREGON	9	2	2	4	0
PENNSYLVANIA	110		0	7	2
PUERTO RICO	1	0	2	0	0
RHODE ISLAND	2	0	0	0	0
SOUTH CAROLINA	3	1	1	0	0
SOUTH DAKOTA	1	0	0	1	0
TENNESSEE	17	7	2	4	0
TEXAS	24				
UTAH	12	1	0	4	1
VERMONT	3	2	0	0	0
VIRGINIA	11	6	0	2	1
WASHINGTON	61	2	0		1
WEST VIRGINIA	7	0	0	0	0
WISCONSIN	18	2	0	3	1
WYOMING	3	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	1		0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0
U.S. AND OUTLYING AREAS	626	99	27	92	17
50 STATES, D.C. & P.R.	624	99	27	92	17

Please see data notes for an explanation of individual State differences.
The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.
Data based on the 1996-97 school year, revised as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1996-97 School Year

STATE	TRAUMATIC BRAIN INJURY MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL
ALABAMA	1	0	2	15
ALASKA	1	2	0	6
ARIZONA	2	0	5	16
ARKANSAS	8	14	0	29
CALIFORNIA	35	34	2	116
COLORADO	7	3	1	26
CONNECTICUT	1	1	[illegible]	13
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	8	2	7	30
GEORGIA	5	0	3	25
HAWAII	0	0	0	5
IDAHO	2	0	1	16
ILLINOIS	8	1	11	44
INDIANA	9	3	6	55
IOWA	1	1	2	24
KANSAS	0	0	1	7
KENTUCKY	7	2	3	23
LOUISIANA	0	8	5	26
MAINE	3	0	0	10
MARYLAND	1	2	3	17
MASSACHUSETTS	0	5	4	25
MICHIGAN				
MINNESOTA	1	8	3	31
MISSISSIPPI	2	1	2	9
MISSOURI	2	0	2	18
MONTANA	1	0	1	6
NEBRASKA	4	0	2	21
NEVADA	1	1	2	11
NEW HAMPSHIRE	2	0	3	8
NEW JERSEY	2	0	0	6
NEW MEXICO	7	0	3	15
NEW YORK	26	5	11	120
NORTH CAROLINA	4	1	8	32
NORTH DAKOTA	0	0	0	6
OHIO	2	0	1	25
OKLAHOMA	12	3	11	46
OREGON	[illegible]	15	1	33
PENNSYLVANIA	15	21	3	158
PUERTO RICO	1	0	1	6
RHODE ISLAND	1	0	0	3
SOUTH CAROLINA	2	0	2	9
SOUTH DAKOTA	0	0	1	3
TENNESSEE	9	2	4	45
TEXAS			2	26
UTAH	4	9	0	31
VERMONT	1	0	0	6
VIRGINIA	7	2	3	32
WASHINGTON	47	21	23	155
WEST VIRGINIA	1	1	1	10
WISCONSIN	7	5	2	16
WYOMING	1		1	6
AMERICAN SAMOA	0	0	0	0
GUAM	0	1	0	2
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	1
U.S. AND OUTLYING AREAS	261	174	149	1,445
50 STATES, D.C. & P.R.	261	173	149	1,442

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

ALL DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	27	64	3	15,297	222
15	35	50	2	13,176	261
16	416	129	6	12,256	297
17	17,166	2,629	23	10,192	305
18	56,456	10,400	98	5,950	210
19	43,466	8,703	57	2,043	113
20	10,465	3,272	543	441	79
21+	6,288	3,347	3,681	264	173
14-21	134,319	28,594	4,413	59,621	1,660

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	28,475	11,407	2,474	57,969
15	26,811	12,454	5,761	58,550
16	24,382	13,111	16,902	67,499
17	18,506	11,449	20,879	81,149
18	10,453	7,542	19,994	111,143
19	3,654	3,264	10,365	71,655
20	1,310	1,237	3,653	20,992
21+	883	731	2,291	17,656
14-21	114,474	61,275	82,269	486,625

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education By Age Year During the 1996-97 School Year

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	13	42	2	8,402	63
15	16	28	1	7,521	97
16	215	76	3	7,061	114
17	11,538	1,388	5	6,150	136
18	40,018	5,823	45	3,599	86
19	31,077	4,532	29	1,221	35
20	6,315	1,195	83	229	3
21+	2,192	395	606	82	22
14-21	91,384	13,479	774	34,265	556

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	16,470	6,651	1,316	32,959
15	14,655	6,882	3,146	32,346
16	12,977	7,137	9,190	36,773
17	9,978	6,276	12,012	47,483
18	5,677	4,354	11,836	71,438
19	1,860	1,811	6,294	46,859
20	550	644	2,199	11,218
21+	331	254	1,439	5,321
14-21	62,498	34,009	47,432	284,397

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	9	13	0	3,874	9
15	3	8	0	2,194	7
16	15	6	0	1,423	8
17	603	41	0	857	7
18	1,797	179	5	465	4
19	1,045	171	1	123	1
20	263	48	6	22	2
21+	113	34	61	12	3
14-21	3,848	500	73	8,970	41

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	1,174	619	135	5,833
15	780	523	122	3,637
16	530	399	370	2,751
17	397	314	463	2,682
18	221	210	421	3,302
19	91	106	224	1,762
20	38	61	75	515
21+	23	32	42	320
14-21	3,254	2,264	1,852	20,802

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

MENTAL RETARDATION

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	1	3	0	422	43
15	3	7	0	398	48
16	22	20	1	429	60
17	801	720	7	384	45
18	4,406	3,018	21	303	43
19	4,921	2,807	16	193	34
20	1,899	1,407	306	69	36
21+	2,300	2,072	1,752	90	89
14-21	14,353	10,054	2,103	2,288	398

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	2,871	923	288	4,551
15	2,777	1,096	690	5,019
16	2,708	1,221	2,090	6,551
17	2,080	1,127	2,382	7,546
18	1,384	850	2,698	12,723
19	659	476	1,423	10,529
20	323	234	550	4,824
21+	230	210	370	7,113
14-21	13,032	6,137	10,491	58,856

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	2	1	1	1,543	34
15	0	1	0	1,916	28
16	106	21	1	2,027	26
17	2,520	306	8	1,630	36
18	5,541	743	20	899	20
19	3,425	558	6	297	7
20	908	165	75	62	4
21+	414	118	292	27	6
14-21	12,916	1,913	403	8,401	161

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	6,155	2,533	612	10,881
15	6,908	3,316	1,578	13,747
16	6,683	3,708	4,554	17,126
17	4,907	3,138	5,193	17,738
18	2,458	1,779	4,206	15,666
19	733	656	1,985	7,667
20	233	227	614	2,288
21+	157	145	282	1,441
14-21	28,234	15,502	19,024	86,554

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	3	0	34	34
15	0	0	0	21	35
16	5	3	1	38	44
17	114	29	2	27	21
18	401	106	8	21	23
19	296	129	3	15	22
20	217	189	28	4	17
21+	612	392	572	18	33
14-21	1,645	851	614	189	225

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	332	99	19	531
15	381	107	27	579
16	342	102	142	665
17	291	90	134	714
18	189	86	149	977
19	116	52	94	727
20	73	38	35	601
21+	68	18	58	1,792
14-21	1,792	610	658	6,576

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	1	1	0	108	0
15	2	1	0	110	3
16	13	0	0	108	2
17	348	29	0	95	1
18	1,060	140	3	65	1
19	795	177	2	33	3
20	282	70	3	12	0
21+	130	47	50	7	1
14-21	2,631	465	58	538	11

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	290	133	19	552
15	271	106	23	516
16	263	99	76	561
17	192	101	104	870
18	150	69	122	1,610
19	51	46	91	1,198
20	31	20	37	455
21+	23	6	38	302
14-21	1,271	580	510	6,064

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	0	0	238	16
15	1	2	0	263	17
16	4	0	0	282	20
17	228	18	0	274	22
18	777	100	1	160	16
19	522	115	0	47	6
20	176	58	11	13	11
21+	151	72	114	8	7
14-21	1,861	364	126	1,285	115

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	254	93	18	619
15	187	96	27	593
16	153	90	63	612
17	144	82	91	860
18	79	67	107	1,307
19	41	52	44	827
20	33	14	34	350
21+	56	19	26	413
14-21	[illegible]	497	428	5,581

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	1	0	0	604	16
15	8	2	1	685	17
16	24	3	0	808	27
17	723	64	1	715	24
18	1,654	175	2	378	14
19	844	137	0	93	3
20	209	48	3	21	1
21+	130	40	50	6	5
14-21	3,593	469	57	3,310	107

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	685	262	52	1,620
15	614	243	116	1,686
16	522	268	316	1,968
17	361	224	392	2,504
18	174	116	343	2,856
19	53	44	123	1,297
20	7	20	28	337
21+	3	6	12	252
14-21	2,419	1,183	1,382	12,520

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	1	0	36	2
15	0	1	0	42	5
16	9	0	0	46	5
17	170	17	0	26	3
18	446	56	0	31	0
19	316	42	1	10	1
20	100	28	7	7	0
21+	76	36	40	1	3
14-21	1,117	181	48	199	19

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	107	34	8	188
15	101	30	11	190
16	82	31	39	212
17	73	41	38	368
18	42	18	49	642
19	13	14	30	427
20	11	4	10	167
21+	3	5	7	171
14-21	432	177	192	2,365

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

AUTISM

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	0	0	14	1
15	0	0	0	11	0
16	1	0	0	16	0
17	25	5	0	9	2
18	85	20	0	12	2
19	58	16	0	3	1
20	41	45	15	2	2
21+	93	105	118	12	2
14-21	303	191	133	79	10

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	89	32	3	139
15	74	27	5	117
16	63	15	36	131
17	32	21	35	129
18	36	10	22	187
19	23	9	15	125
20	8	6	8	127
21+	25	12	10	377
14-21	350	132	134	1,332

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	0	0	4	0
15	0	0	0	0	0
16	1	0	0	0	0
17	5	2	0	2	0
18	14	4	0	2	0
19	11	5	0	1	0
20	2	3	1	0	0
21+	9	14	6	0	0
14-21	42	28	7	9	0

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	5	1	1	11
15	5	2	0	7
16	4	2	1	8
17	7	0	0	16
18	1	3	6	30
19	2	1	2	22
20	1	0	5	12
21+	1	1	2	33
14-21	26	10	17	139

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1996-97 School Year

TRAUMATIC BRAIN INJURY

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	0	0	18	4
15	0	0	0	13	4
16	1	0	0	18	1
17	91	9	0	23	2
18	257	36	1	13	1
19	156	17	2	4	2
20	53	16	8	2	1
21+	68	21	16	1	2
14-21	626	99	27	92	17

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	43	25	5	95
15	62	24	16	119
16	55	41	25	141
17	44	35	45	249
18	41	20	35	408
19	10	17	20	228
20	2	16	8	98
21+	3	6	9	161
14-21	261	184	149	1,449

The definition for dropped out differs from earlier definitions. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual State differences.

Data based on the 1996-97 school year, revised as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD3

Number of Students with Disabilities Exiting School by Graduation with a Diploma, Graduation with a Certificate, and Reached Maximum Age by Age During the 1987-88 Through 1996-97 School Years

GRADUATED WITH A DIPLOMA

REPORTING YEAR

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
14	90	61	262	82	139	127	91	62	42	27
15	130	70	170	152	172	110	169	106	61	35
16	596	662	471	543	506	472	532	545	403	416
17	17,794	14,424	14,453	14,663	14,360	16,149	15,417	16,455	16,193	17,166
18	42,698	44,851	44,853	46,707	45,068	46,809	47,847	49,988	53,523	56,456
19	24,591	27,316	27,776	29,194	29,325	27,162	35,730	37,154	40,208	43,466
20	6,444	7,060	8,129	7,468	7,445	7,205	9,361	9,254	10,222	10,465
21+	3,288	3,615	3,369	3,165	3,740	3,555	4,763	4,907	5,399	6,288
14-22	95,631	98,059	103,688	101,974	100,755	101,589	113,910	118,471	126,051	134,319

GRADUATED WITH A CERTIFICATE

REPORTING YEAR

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
14	481	819	356	264	223	64	130	73	114	64
15	369	721	350	378	158	91	71	68	117	50
16	465	810	399	430	217	142	178	154	236	129
17	1,909	2,326	1,811	1,938	1,910	2,201	2,016	2,373	2,286	2,629
18	7,560	7,667	6,993	6,956	7,264	8,259	7,766	9,017	9,151	10,400
19	5,168	5,721	5,821	6,780	7,593	8,345	7,001	7,308	7,850	8,703
20	2,299	2,748	2,845	7,025	7,190	8,189	3,408	3,083	3,199	3,272
21+	3,024	3,255	3,132	5,963	6,267	6,693	3,413	3,010	3,193	3,347
14-22	21,275	24,066	28,770	29,734	30,842	33,984	23,983	25,106	26,146	28,594

REACHED MAXIMUM AGE

REPORTING YEAR

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
14	14	255	6	5	8	6	7	4	1	3
15	8	312	43	9	16	51	9	7	16	2
16	32	222	157	74	44	45	39	26	20	6
17	44	280	136	74	70	91	106	37	23	23
18	505	191	256	66	115	163	110	110	116	98
19	56	94	175	60	68	193	91	79	91	57
20	335	299	539	560	588	725	525	383	365	543
21+	4,977	4,626	4,388	3,522	3,428	3,768	3,707	3,308	3,544	3,681
14-22	5,971	6,279	5,700	4,370	4,337	5,042	4,594	3,954	4,176	4,413

The data collection on exiting status was changed in 1992-93 from counting students exiting the school system to counting students who exited from special education. These three bases of exit had the same definitions across the data collections for the years shown.

Exiting data on students ages 14 and 15 were first collected by individual age year in 1987-88.

For 1989-90, the total number of students with disabilities ages 14-22+ will not equal the sum for the individual age years because Texas did not apportion children by individual age.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

Table AF1

Estimated Resident Population for Children Ages 3-21

STATE	NUMBER 1987-88	 1996-97	 1997-98	CHANGE IN NUMBER 1997-98 LESS 1987-88	 1997-98 LESS 1996-97	PERCENTAGE CHANGE IN NUMBER 1997-98 LESS 1987-88	 1997-98 LESS 1996-97
ALABAMA	1,197,000	1,153,915	1,153,423	-43,577	-492	-3.64	-0.04
ALASKA	170,000	195,244	200,085	30,085	4,841	17.70	2.48
ARIZONA	946,000	1,192,102	1,303,563	357,563	111,461	37.80	9.35
ARKANSAS	689,000	702,335	703,616	14,616	1,281	2.12	0.18
CALIFORNIA	7,499,000	8,961,485	9,142,375	1,643,375	180,890	21.91	2.02
COLORADO	909,000	1,047,003	1,068,542	159,542	21,539	17.55	2.06
CONNECTICUT	822,000	815,883	814,280	-7,720	-1,603	-0.94	-0.20
DELAWARE	174,000	183,763	186,270	12,270	2,507	7.05	1.36
DISTRICT OF COLUMBIA	143,000	113,024	111,021	-31,979	-2,003	-22.36	-1.77
FLORIDA	2,857,000	3,526,651	3,592,228	735,228	65,577	25.73	1.86
GEORGIA	1,852,000	2,041,126	2,080,868	228,868	39,742	12.36	1.95
HAWAII	304,000	321,444	319,675	15,675	-1,769	5.16	-0.55
IDAHO	318,000	376,010	380,341	62,341	4,331	19.60	1.15
ILLINOIS	3,212,000	3,248,120	3,282,719	70,719	34,599	2.20	1.07
INDIANA	1,578,000	1,588,189	1,591,093	13,093	2,904	0.83	0.18
IOWA	785,000	775,657	782,537	-2,463	6,880	-0.31	0.89
KANSAS	680,000	727,664	734,235	54,235	6,571	7.98	0.90
KENTUCKY	1,082,000	1,049,445	1,045,685	-36,315	-3,760	-3.36	-0.36
LOUISIANA	1,375,000	1,316,190	1,289,186	-85,814	-27,004	-6.24	-2.05
MAINE	329,000	323,753	322,300	-6,700	-1,453	-2.04	-0.45
MARYLAND	1,211,000	1,318,971	1,312,503	101,503	-6,468	8.38	-0.49
MASSACHUSETTS	1,471,000	1,481,596	1,502,271	31,271	20,675	2.13	1.40
MICHIGAN	2,643,000	2,669,483	2,666,067	23,067	-3,416	0.87	-0.13
MINNESOTA	1,170,000	1,311,589	1,322,446	152,446	10,857	13.03	0.83
MISSISSIPPI	841,000	812,349	812,081	-28,919	-268	-3.44	-0.03
MISSOURI	1,387,000	1,470,851	1,487,741	100,741	16,890	7.26	1.15
MONTANA	233,000	253,327	251,456	18,456	-1,871	7.92	-0.74
NEBRASKA	445,000	471,964	475,275	30,275	3,311	6.80	0.70
NEVADA	259,000	418,302	445,655	186,655	27,353	72.07	6.54
NEW HAMPSHIRE	287,000	306,059	308,512	21,512	2,453	7.50	0.80
NEW JERSEY	1,982,000	2,035,825	2,049,248	67,248	13,423	3.39	0.66
NEW MEXICO	460,000	524,613	525,405	65,405	792	14.22	0.15
NEW YORK	4,689,000	4,689,390	4,701,677	12,677	12,287	0.27	0.26
NORTH CAROLINA	1,780,000	1,930,310	1,967,408	187,408	37,098	10.53	1.92
NORTH DAKOTA	196,000	183,922	181,816	-14,184	-2,106	-7.24	-1.15
OHIO	3,025,000	3,013,226	3,013,862	-11,138	636	-0.37	0.02
OKLAHOMA	938,000	942,323	941,823	3,823	-500	0.41	-0.05
OREGON	723,000	855,357	861,485	138,485	6,128	19.15	0.72
PENNSYLVANIA	3,094,000	3,053,348	3,038,836	-55,164	-14,512	-1.78	-0.48
PUERTO RICO		1,233,607	1,231,729		-1,878		-0.15
RHODE ISLAND	253,000	245,903	245,590	-7,410	-313	-2.93	-0.13
SOUTH CAROLINA	1,015,000	1,006,713	1,026,323	11,323	19,610	1.12	1.95
SOUTH DAKOTA	203,000	219,189	215,248	12,248	-3,941	6.03	-1.80
TENNESSEE	1,351,000	1,400,474	1,406,801	55,801	6,327	4.13	0.45
TEXAS	5,104,000	5,653,549	5,782,760	678,760	129,211	13.30	2.29
UTAH	628,000	725,765	739,491	111,491	13,726	17.75	1.89
VERMONT	153,000	156,566	156,315	3,315	-251	2.17	-0.16
VIRGINIA	1,591,000	1,730,879	1,748,871	157,871	17,992	9.92	1.04
WASHINGTON	1,228,000	1,510,566	1,537,054	309,054	26,488	25.17	1.75
WEST VIRGINIA	539,000	469,919	460,967	-78,033	-8,952	-14.48	-1.91
WISCONSIN	1,352,000	1,434,360	1,442,818	90,818	8,458	6.72	0.59
WYOMING	151,000	146,634	145,521	-5,479	-1,113	-3.63	-0.76
AMERICAN SAMOA		25,485	26,551		1,066		4.18
GUAM		50,669	52,093		1,424		2.81
NORTHERN MARIANAS		17,089	17,979		890		5.21
PALAU		5,689	5,714		25		0.44
VIRGIN ISLANDS		19,231	19,477		246		1.28
BUR. OF INDIAN AFFAIRS							
50 STATES AND D.C.	66,325,000	72,104,325	72,879,368	6,554,368	775,043	9.88	1.07

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the Bureau of the Census.
Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of the Census, International Programs Center. These projections adjust the 1990 Census annually based on the previous year's births and deaths.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AF2

Estimated Resident Population for Children Birth Through Age 2

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1987-88	1996-97	1997-98	1997-98 LESS 1987-88	1997-98 LESS 1996-97	1997-98 LESS 1987-88	1997-98 LESS 1996-97
ALABAMA	172,606	175,355	174,259	1,653	-1,096	0.96	-0.63
ALASKA	37,208	28,983	29,080	-8,128	97	-21.84	0.33
ARIZONA	172,487	208,055	225,209	52,722	17,154	30.57	8.24
ARKANSAS	100,626	104,156	106,364	5,738	2,208	5.70	2.12
CALIFORNIA	1,368,685	1,609,309	1,566,637	197,952	-42,672	14.46	-2.65
COLORADO	160,714	160,314	163,943	3,229	3,629	2.01	2.26
CONNECTICUT	132,444	131,703	128,413	-4,031	-3,290	-3.04	-2.50
DELAWARE	28,214	29,456	29,305	1,091	-151	3.87	-0.51
DISTRICT OF COLUMBIA	24,519	19,412	19,293	-5,226	-119	-21.31	-0.61
FLORIDA	484,667	562,291	561,182	76,515	-1,109	15.79	-0.20
GEORGIA	286,346	328,671	334,245	47,899	5,574	16.73	1.70
HAWAII	51,375	53,577	52,126	751	-1,451	1.46	-2.71
IDAHO	49,656	53,394	54,820	5,164	1,426	10.40	2.67
ILLINOIS	513,295	543,374	535,100	21,805	-8,274	4.25	-1.52
INDIANA	235,109	243,350	242,721	7,612	-629	3.24	-0.26
IOWA	116,393	107,503	109,240	-7,153	1,737	-6.15	1.62
KANSAS	115,245	107,727	107,053	-8,192	-674	-7.11	-0.63
KENTUCKY	152,383	153,244	152,981	598	-263	0.39	-0.17
LOUISIANA	222,590	192,981	186,085	-36,505	-6,896	-16.40	-3.57
MAINE	50,141	40,871	40,458	-9,683	-413	-19.31	-1.01
MARYLAND	203,299	211,217	205,540	2,241	-5,677	1.10	-2.69
MASSACHUSETTS	240,986	224,807	235,722	-5,264	10,915	-2.18	4.86
MICHIGAN	411,296	393,598	385,371	-25,925	-8,227	-6.30	-2.09
MINNESOTA	197,575	186,462	187,175	-10,400	713	-5.26	0.38
MISSISSIPPI	122,260	120,753	119,726	-2,534	-1,027	-2.07	-0.85
MISSOURI	221,960	215,302	217,365	-4,595	2,063	-2.07	0.96
MONTANA	38,628	32,551	31,957	-6,671	-594	-17.27	-1.82
NEBRASKA	73,462	67,760	68,425	-5,037	665	-6.86	0.98
NEVADA	47,714	74,972	78,279	30,565	3,307	64.06	4.41
NEW HAMPSHIRE	46,783	44,135	43,136	-3,647	-999	-7.80	-2.26
NEW JERSEY	314,837	335,928	327,186	12,349	-8,742	3.92	-2.60
NEW MEXICO	78,989	79,677	79,296	307	-381	0.39	-0.48
NEW YORK	746,118	774,377	780,741	34,623	6,364	4.64	0.82
NORTH CAROLINA	264,118	301,593	308,426	44,308	6,833	16.78	2.27
NORTH DAKOTA	32,469	24,731	24,239	-8,230	-492	-25.35	-1.99
OHIO	468,488	447,690	444,315	-24,173	-3,375	-5.16	-0.75
OKLAHOMA	149,832	133,709	134,579	-15,253	870	-10.18	0.65
OREGON	115,566	126,210	127,662	12,096	1,452	10.47	1.15
PENNSYLVANIA	472,131	444,361	432,098	-40,033	-12,263	-8.48	-2.76
PUERTO RICO		190,655	190,281		-374		-0.20
RHODE ISLAND	39,648	36,997	36,449	-3,199	-548	-8.07	-1.48
SOUTH CAROLINA	151,004	148,150	149,677	-1,327	1,527	-0.88	1.03
SOUTH DAKOTA	34,713	30,267	29,637	-5,076	-630	-14.62	-2.08
TENNESSEE	193,667	215,634	215,511	21,844	-123	11.28	-0.06
TEXAS	872,626	947,908	967,997	95,371	20,089	10.93	2.12
UTAH	107,865	114,433	120,459	12,594	6,026	11.68	5.27
VERMONT	24,148	20,445	19,976	-4,172	-469	-17.28	-2.29
VIRGINIA	256,225	268,466	268,654	12,429	188	4.85	0.07
WASHINGTON	208,831	227,539	229,234	20,403	1,695	9.77	0.74
WEST VIRGINIA	68,128	62,775	60,816	-7,312	-1,959	-10.73	-3.12
WISCONSIN	216,949	197,899	197,539	-19,410	-360	-8.95	-0.18
WYOMING	25,405	18,360	18,327	-7,078	-33	-27.86	-0.18
AMERICAN SAMOA		5,385	5,151		-234		-4.35
GUAM		12,393	11,924		-469		-3.78
NORTHERN MARIANAS		3,851	3,828		-23		-0.60
PALAU		1,104	1,104		0		0.00
VIRGIN ISLANDS		6,646	6,141		-505		-7.60
BUR. OF INDIAN AFFAIRS							
50 STATES AND D.C.	10,920,423	11,382,432	11,364,028	443,605	-18,404	4.06	-0.16

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the Bureau of the Census.
Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of the Census, International Programs Center. These projections adjust the 1990 Census annually based on the previous year's births and deaths.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF3

Estimated Resident Population for Children Ages 3-5

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1987-88	1996-97	1997-98	1997-98 LESS 1987-88	1997-98 LESS 1996-97	1997-98 LESS 1987-88	1997-98 LESS 1996-97
ALABAMA	180,000	181,753	179,373	-627	-2,380	-0.35	-1.31
ALASKA	35,000	31,429	31,060	-3,940	-369	-11.26	-1.17
ARIZONA	165,000	203,447	223,494	58,494	20,047	35.45	9.85
ARKANSAS	105,000	107,454	106,698	1,698	-756	1.62	-0.70
CALIFORNIA	1,335,000	1,708,168	1,664,193	329,193	-43,975	24.66	-2.57
COLORADO	160,000	166,049	166,148	6,148	99	3.84	0.06
CONNECTICUT	125,000	138,557	134,186	9,186	-4,371	7.35	-3.15
DELAWARE	27,000	30,753	30,199	3,199	-554	11.85	-1.80
DISTRICT OF COLUMBIA	27,000	22,640	21,101	-5,899	-1,539	-21.85	-6.80
FLORIDA	470,000	597,915	590,946	120,946	-6,969	25.73	-1.17
GEORGIA	284,000	336,261	338,060	54,060	1,799	19.04	0.54
HAWAII	54,000	56,702	54,867	867	-1,835	1.61	-3.24
IDAHO	53,000	55,174	55,711	2,711	537	5.12	0.97
ILLINOIS	519,000	557,606	555,951	36,951	-1,655	7.12	-0.30
INDIANA	237,000	249,849	248,473	11,473	-1,376	4.84	-0.55
IOWA	123,000	112,292	113,128	-9,872	836	-8.03	0.74
KANSAS	117,000	109,451	109,215	-7,785	-236	-6.65	-0.22
KENTUCKY	161,000	158,803	156,999	-4,001	-1,804	-2.49	-1.14
LOUISIANA	236,000	202,797	193,712	-42,288	-9,085	-17.92	-4.48
MAINE	50,000	46,486	44,744	-5,256	-1,742	-10.51	-3.75
MARYLAND	193,000	226,122	215,657	22,657	-10,465	11.74	-4.63
MASSACHUSETTS	224,000	251,434	248,384	24,384	-3,050	10.89	-1.21
MICHIGAN	395,000	422,831	407,598	12,598	-15,233	3.19	-3.60
MINNESOTA	194,000	197,034	195,287	1,287	-1,747	0.66	-0.89
MISSISSIPPI	132,000	125,202	124,334	-7,666	-868	-5.81	-0.69
MISSOURI	223,000	229,502	227,509	4,509	-1,993	2.02	-0.87
MONTANA	40,000	35,126	34,217	-5,783	-909	-14.46	-2.59
NEBRASKA	75,000	69,196	69,249	-5,751	53	-7.67	0.08
NEVADA	45,000	73,646	77,295	32,295	3,649	71.77	4.95
NEW HAMPSHIRE	44,000	47,840	46,739	2,739	-1,101	6.23	-2.30
NEW JERSEY	296,000	357,056	348,931	52,931	-8,125	17.88	-2.28
NEW MEXICO	81,000	84,562	82,907	1,907	-1,655	2.35	-1.96
NEW YORK	730,000	827,184	808,673	78,673	-18,511	10.78	-2.24
NORTH CAROLINA	260,000	319,547	319,637	59,637	90	22.94	0.03
NORTH DAKOTA	35,000	25,129	24,782	-10,218	-347	-29.19	-1.38
OHIO	469,000	470,717	462,933	-6,067	-7,784	-1.29	-1.65
OKLAHOMA	163,000	142,310	139,602	-23,398	-2,708	-14.35	-1.90
OREGON	116,000	129,945	128,687	12,687	-1,258	10.94	-0.97
PENNSYLVANIA	471,000	481,047	466,700	-4,300	-14,347	-0.91	-2.98
PUERTO RICO	.	192,866	192,450	.	-416		-0.22
RHODE ISLAND	38,000	40,057	38,801	801	-1,256	2.11	-3.14
SOUTH CAROLINA	155,000	160,734	159,403	4,403	-1,331	2.84	-0.83
SOUTH DAKOTA	35,000	31,798	30,203	-4,797	-1,595	-13.71	-5.02
TENNESSEE	199,000	224,388	221,975	22,975	-2,413	11.55	-1.08
TEXAS	896,000	951,887	964,099	68,099	12,212	7.60	1.28
UTAH	115,000	110,474	112,682	-2,318	2,208	-2.02	2.00
VERMONT	24,000	22,996	22,234	-1,766	-762	-7.36	-3.31
VIRGINIA	245,000	281,752	278,590	33,590	-3,162	13.71	-1.12
WASHINGTON	205,000	239,841	238,348	33,348	-1,493	16.27	-0.62
WEST VIRGINIA	75,000	66,454	64,995	-10,005	-1,459	-13.34	-2.20
WISCONSIN	215,000	210,511	209,183	-5,817	-1,328	-2.71	-0.63
WYOMING	28,000	19,592	19,334	-8,666	-258	-30.95	-1.32
AMERICAN SAMOA	.	5,622	5,729	.	107	.	1.90
GUAM	.	11,311	11,736	.	425	.	3.76
NORTHERN MARIANAS	.	3,560	3,769	.	209	.	5.87
PALAU	.	1,039	1,065	.	26	.	2.50
VIRGIN ISLANDS	.	6,959	7,013	.	54	.	0.78
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	10,879,000	11,949,500	11,807,226	928,226	-142,274	8.53	-1.19

Please see data notes for an explanation of individual State differences.
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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF4

Estimated Resident Population for Children Ages 6-17

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1987-88	1996-97	1997-98	1997-98 LESS 1987-88	1997-98 LESS 1996-97	1997-98 LESS 1987-88	1997-98 LESS 1996-97
ALABAMA	760,000	719,328	718,076	-41,924	-1,252	-5.52	-0.17
ALASKA	100,000	123,975	128,189	28,189	4,214	28.19	3.40
ARIZONA	577,000	738,684	829,360	252,360	90,676	43.74	12.28
ARKANSAS	439,000	447,838	449,630	10,630	1,792	2.42	0.40
CALIFORNIA	4,556,000	5,548,936	5,720,823	1,164,823	171,887	25.57	3.10
COLORADO	552,000	671,575	685,438	133,438	13,863	24.17	2.06
CONNECTICUT	502,000	527,690	529,562	27,562	1,872	5.49	0.35
DELAWARE	106,000	115,806	117,907	11,907	2,101	11.23	1.81
DISTRICT OF COLUMBIA	81,000	67,507	66,810	-14,190	-697	-17.52	-1.03
FLORIDA	1,738,000	2,262,861	2,319,188	581,188	56,327	33.44	2.49
GEORGIA	1,163,000	1,287,524	1,315,506	152,506	27,982	13.11	2.17
HAWAII	179,000	196,244	195,599	16,599	-645	9.27	-0.33
IDAHO	204,000	239,941	240,821	36,821	880	18.05	0.37
ILLINOIS	1,999,000	2,054,925	2,083,172	84,172	28,247	4.21	1.37
INDIANA	999,000	1,005,325	1,006,261	7,261	936	0.73	0.09
IOWA	494,000	499,544	502,957	8,957	3,413	1.81	0.68
KANSAS	419,000	470,136	471,663	52,663	1,527	12.57	0.32
KENTUCKY	683,000	656,613	651,222	-31,778	-5,391	-4.65	-0.82
LOUISIANA	851,000	837,677	811,081	-39,919	-26,596	-4.69	-3.17
MAINE	204,000	212,162	212,064	8,064	-98	3.95	-0.05
MARYLAND	728,000	848,851	847,355	119,355	-1,496	16.39	-0.18
MASSACHUSETTS	874,000	945,688	967,268	93,268	21,580	10.67	2.28
MICHIGAN	1,661,000	1,720,585	1,711,788	50,788	-8,797	3.06	-0.51
MINNESOTA	722,000	863,512	868,223	146,223	4,711	20.25	0.55
MISSISSIPPI	535,000	510,179	508,938	-26,062	-1,241	-4.87	-0.24
MISSOURI	865,000	949,395	961,551	96,551	12,156	11.16	1.28
MONTANA	147,000	165,074	163,356	16,356	-1,718	11.13	-1.04
NEBRASKA	276,000	305,230	307,007	31,007	1,777	11.23	0.58
NEVADA	160,000	268,132	287,282	127,282	19,150	79.55	7.14
NEW HAMPSHIRE	175,000	203,891	206,215	31,215	2,324	17.84	1.14
NEW JERSEY	1,220,000	1,293,988	1,311,007	91,007	17,019	7.46	1.32
NEW MEXICO	285,000	336,994	337,119	52,119	125	18.29	0.04
NEW YORK	2,870,000	2,938,973	2,970,617	100,617	31,644	3.51	1.08
NORTH CAROLINA	1,102,000	1,212,477	1,245,340	143,340	32,863	13.01	2.71
NORTH DAKOTA	120,000	118,783	116,187	-3,813	-2,596	-3.18	-2.19
OHIO	1,904,000	1,929,434	1,931,393	27,393	1,959	1.44	0.10
OKLAHOMA	580,000	604,777	604,124	24,124	-653	4.16	-0.11
OREGON	456,000	552,251	554,350	98,350	2,099	21.57	0.38
PENNSYLVANIA	1,909,000	1,969,268	1,965,284	56,284	-3,984	2.95	-0.20
PUERTO RICO		764,036	761,408	.	-2,628	.	-0.34
RHODE ISLAND	152,000	158,229	158,404	6,404	175	4.21	0.11
SOUTH CAROLINA	632,000	628,881	646,561	14,561	17,680	2.30	2.81
SOUTH DAKOTA	126,000	142,091	137,498	11,498	-4,593	9.13	-3.23
TENNESSEE	855,000	882,139	887,303	32,303	5,164	3.78	0.59
TEXAS	3,182,000	3,552,482	3,645,039	463,039	92,557	14.55	2.61
UTAH	405,000	453,896	454,936	49,936	1,040	12.33	0.23
VERMONT	93,000	103,207	103,309	10,309	102	11.08	0.10
VIRGINIA	957,000	1,081,618	1,097,142	140,142	15,524	14.64	1.44
WASHINGTON	758,000	969,424	987,072	229,072	17,648	30.22	1.82
WEST VIRGINIA	347,000	292,704	285,935	-61,065	-6,769	-17.60	-2.31
WISCONSIN	841,000	934,624	939,654	98,654	5,030	11.73	0.54
WYOMING	95,000	95,323	94,104	-896	-1,219	-0.94	-1.28
AMERICAN SAMOA	.	15,713	16,515	.	802	.	5.10
GUAM		31,356	32,335		979	.	3.12
NORTHERN MARIANAS	.	9,657	10,161	.	504	.	5.22
PALAU		3,540	3,552	.	12	.	0.34
VIRGIN ISLANDS		24,209	24,389	.	180	.	0.74
BUR. OF INDIAN AFFAIRS		.	.		.	.	.
50 STATES AND D.C.	41,638,000	45,716,391	46,356,690	4,718,690	640,299	11.33	1.40

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF5

Estimated Resident Population for Children Ages 18-21

STATE	NUMBER 1987-88	NUMBER 1996-97	NUMBER 1997-98	CHANGE IN NUMBER 1997-98 LESS 1987-88	CHANGE IN NUMBER 1997-98 LESS 1996-97	PERCENTAGE CHANGE IN NUMBER 1997-98 LESS 1987-88	PERCENTAGE CHANGE IN NUMBER 1997-98 LESS 1996-97
ALABAMA	257,000	252,834	255,974	-1,026	3,140	-0.40	1.24
ALASKA	35,000	39,840	40,836	5,836	996	16.67	2.50
ARIZONA	204,000	249,971	250,709	46,709	738	22.90	0.30
ARKANSAS	145,000	147,043	147,288	2,288	245	1.58	0.17
CALIFORNIA	1,608,000	1,704,381	1,757,359	149,359	52,978	9.29	3.11
COLORADO	197,000	209,379	216,956	19,956	7,577	10.13	3.62
CONNECTICUT	195,000	149,636	150,532	-44,468	896	-22.80	0.60
DELAWARE	41,000	37,204	38,164	-2,836	960	-6.92	2.58
DISTRICT OF COLUMBIA	35,000	22,877	23,110	-11,890	233	-33.97	1.02
FLORIDA	649,000	665,875	682,094	33,094	16,219	5.10	2.44
GEORGIA	405,000	417,341	427,302	22,302	9,961	5.51	2.39
HAWAII	71,000	68,498	69,209	-1,791	711	-2.52	1.04
IDAHO	61,000	80,895	83,809	22,809	2,914	37.39	3.60
ILLINOIS	694,000	635,589	643,596	-50,404	8,007	-7.26	1.26
INDIANA	344,000	335,015	338,359	-5,641	3,344	-1.64	1.00
IOWA	168,000	163,821	166,452	-1,548	2,631	-0.92	1.61
KANSAS	144,000	148,077	153,357	9,357	5,280	6.50	3.57
KENTUCKY	238,000	234,029	237,464	-536	3,435	-0.23	1.47
LOUISIANA	288,000	275,716	284,393	-3,607	8,677	-1.25	3.15
MAINE	75,000	65,105	65,492	-9,508	387	-12.68	0.59
MARYLAND	290,000	243,998	249,491	-40,509	5,493	-13.97	2.25
MASSACHUSETTS	373,000	284,474	286,619	-86,381	2,145	-23.16	0.75
MICHIGAN	587,000	526,067	546,681	-40,319	20,614	-6.87	3.92
MINNESOTA	254,000	251,043	258,936	4,936	7,893	1.94	3.14
MISSISSIPPI	174,000	176,968	178,809	4,809	1,841	2.76	1.04
MISSOURI	299,000	291,954	298,681	-319	6,727	-0.11	2.30
MONTANA	46,000	53,127	53,883	7,883	756	17.14	1.42
NEBRASKA	94,000	97,538	99,019	5,019	1,481	5.34	1.52
NEVADA	54,000	76,524	81,078	27,078	4,554	50.14	5.95
NEW HAMPSHIRE	68,000	54,328	55,558	-12,442	1,230	-18.30	2.26
NEW JERSEY	466,000	384,781	389,310	-76,690	4,529	-16.46	1.18
NEW MEXICO	94,000	103,057	105,379	11,379	2,322	12.11	2.25
NEW YORK	1,089,000	923,233	922,387	-166,613	-846	-15.30	-0.09
NORTH CAROLINA	418,000	398,286	402,431	-15,569	4,145	-3.72	1.04
NORTH DAKOTA	41,000	40,010	40,847	-153	837	-0.37	2.09
OHIO	652,000	613,075	619,536	-32,464	6,461	-4.98	1.05
OKLAHOMA	195,000	195,236	198,097	3,097	2,861	1.59	1.47
OREGON	151,000	173,161	178,448	27,448	5,287	18.18	3.05
PENNSYLVANIA	714,000	603,033	606,852	-107,148	3,819	-15.01	0.63
PUERTO RICO	.	276,705	277,871	.	1,166	.	0.42
RHODE ISLAND	63,000	47,617	48,385	-14,615	768	-23.20	1.61
SOUTH CAROLINA	228,000	217,098	220,359	-7,641	3,261	-3.35	1.50
SOUTH DAKOTA	42,000	45,300	47,547	5,547	2,247	13.21	4.96
TENNESSEE	297,000	293,947	297,523	523	3,576	0.18	1.22
TEXAS	1,026,000	1,149,180	1,173,622	147,622	24,442	14.39	2.13
UTAH	108,000	161,395	171,873	63,873	10,478	59.14	6.49
VERMONT	36,000	30,363	30,772	-5,228	409	-14.52	1.35
VIRGINIA	389,000	367,509	373,139	-15,861	5,630	-4.08	1.53
WASHINGTON	265,000	301,301	311,634	46,634	10,333	17.60	3.43
WEST VIRGINIA	117,000	110,761	110,037	-6,963	-724	-5.95	-0.65
WISCONSIN	296,000	289,225	293,981	-2,019	4,756	-0.68	1.64
WYOMING	28,000	31,719	32,083	4,083	364	14.58	1.15
AMERICAN SAMOA	.	4,150	4,307	.	157	.	3.78
GUAM	.	8,002	8,022	.	20	.	0.25
NORTHERN MARIANAS	.	3,872	4,049	.	177	.	4.57
PALAU	.	1,110	1,097	.	-13	.	-1.17
VIRGIN ISLANDS	.	8,063	8,075	.	12	.	0.15
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	14,808,000	14,438,434	14,715,452	-92,548	277,018	-0.62	1.92

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the Bureau of the Census.
Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of the Census, International Programs Center. These projections adjust the 1990 Census annually based on the previous year's births and deaths.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

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Table AF6

Enrollment for Students in Grades Pre-Kindergarten Through Twelve

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1976-77	1996-97	1997-98	1997-98 LESS 1976-77	1997-98 LESS 1996-97	1997-98 LESS 1976-77	1997-98 LESS 1996-97
ALABAMA	752,507	741,933	738,473	-14,034	-3,460	-1.86	-0.47
ALASKA	91,190	126,015	132,258	41,068	6,243	45.04	4.95
ARIZONA	502,817	749,759	859,104	356,287	109,345	70.86	14.58
ARKANSAS	460,593	457,076	461,478	885	4,402	0.19	0.96
CALIFORNIA	4,380,300	5,535,312	5,640,269	1,259,969	104,957	28.76	1.90
COLORADO	570,000	673,438	688,438	118,438	15,000	20.78	2.23
CONNECTICUT	635,000	523,054	535,000	-100,000	11,946	-15.75	2.28
DELAWARE	122,273	110,549	111,960	-10,313	1,411	-8.43	1.28
DISTRICT OF COLUMBIA	125,848	79,159	77,511	-48,337	-1,648	-38.41	-2.08
FLORIDA	1,537,336	2,240,283	2,291,681	754,345	51,398	49.07	2.29
GEORGIA	1,095,142	1,321,239	1,375,918	280,776	54,679	25.64	4.14
HAWAII	174,943	188,485	189,281	14,338	796	8.20	0.42
IDAHO	200,005	245,252	250,300	50,295	5,048	25.15	2.06
ILLINOIS	2,238,129	1,961,299	2,000,550	-237,579	39,251	-10.62	2.00
INDIANA	1,163,179	984,610	988,750	-174,429	4,140	-15.00	0.42
IOWA	605,127	504,511	503,540	-101,587	-971	-16.79	-0.19
KANSAS	436,526	465,140	469,740	33,214	4,600	7.61	0.99
KENTUCKY	694,000	663,071	639,579	-54,421	-23,492	-7.84	-3.54
LOUISIANA	839,499	777,570	780,758	-58,741	3,188	-7.00	0.41
MAINE	248,822	218,560	217,081	-31,741	-1,479	-12.76	-0.68
MARYLAND	860,929	818,947	833,489	-27,440	14,542	-3.19	1.78
MASSACHUSETTS	1,172,000	936,794	954,335	-217,665	17,541	-18.57	1.87
MICHIGAN	2,035,703	1,662,100	1,728,500	-307,203	66,400	-15.09	3.99
MINNESOTA	862,591	836,700	845,700	-16,891	9,000	-1.96	1.08
MISSISSIPPI	510,209	504,168	504,995	-5,214	827	-1.02	0.16
MISSOURI	950,142	883,327	910,319	-39,823	26,992	-4.19	3.06
MONTANA	170,552	166,909	163,999	-6,553	-2,910	-3.84	-1.74
NEBRASKA	312,024	292,121	292,681	-19,343	560	-6.20	0.19
NEVADA	141,791	282,131	296,621	154,830	14,490	109.20	5.14
NEW HAMPSHIRE	175,496	194,581	196,647	21,151	2,066	12.05	1.06
NEW JERSEY	1,427,000	1,221,013	1,231,059	-195,941	10,046	-13.73	0.82
NEW MEXICO	284,719	330,522	316,754	32,035	-13,768	11.25	-4.17
NEW YORK	3,378,997	2,825,000	2,831,900	-547,097	6,900	-16.19	0.24
NORTH CAROLINA	1,191,316	1,199,962	1,226,293	34,977	26,331	2.94	2.19
NORTH DAKOTA	129,106	118,427	116,813	-12,293	-1,614	-9.52	-1.36
OHIO	2,249,440	1,841,095	1,845,000	-404,440	3,905	-17.98	0.21
OKLAHOMA	597,665	620,379	625,011	27,346	4,632	4.58	0.75
OREGON	474,707	537,783	540,584	65,877	2,801	13.88	0.52
PENNSYLVANIA	2,193,673	1,807,250	1,812,880	-380,793	5,630	-17.36	0.31
PUERTO RICO	688,592	613,009	617,157	-71,435	4,148	-10.37	0.68
RHODE ISLAND	172,373	151,181	152,042	-20,331	861	-11.79	0.57
SOUTH CAROLINA	620,711	648,980	647,430	26,719	-1,550	4.30	-0.24
SOUTH DAKOTA	148,080	142,910	141,390	-6,690	-1,520	-4.52	-1.06
TENNESSEE	841,974	891,101	905,860	63,886	14,759	7.59	1.66
TEXAS	2,822,754	3,809,186	3,905,256	1,082,502	96,070	38.35	2.52
UTAH	314,471	478,085	479,150	164,679	1,065	52.37	0.22
VERMONT	104,356	106,607	105,687	1,331	-920	1.28	-0.86
VIRGINIA	1,100,723	1,096,093	1,110,815	10,092	14,722	0.92	1.34
WASHINGTON	780,730	971,903	991,235	210,505	19,332	26.96	1.99
WEST VIRGINIA	404,771	303,441	300,737	-104,034	-2,704	-25.70	-0.89
WISCONSIN	945,337	884,738	891,588	-53,749	6,850	-5.69	0.77
WYOMING	90,587	98,777	96,579	5,992	-2,198	6.61	-2.23
AMERICAN SAMOA	9,950	14,708	15,220	5,270	512	52.96	3.48
GUAM	28,570	33,754	32,923	4,353	-831	15.24	-2.46
NORTHERN MARIANAS		8,253	9,246		993		12.03
PALAU							
VIRGIN ISLANDS	25,026	22,146	21,714	-3,312	-432	-13.23	-1.95
BUR. OF INDIAN AFFAIRS							
U.S. AND OUTLYING AREAS	45,090,301	45,920,396	46,649,278	1,558,977	728,882	3.46	1.59
50 STATES, D.C. & P.R.	45,026,755	45,841,535	46,570,175	1,543,420	728,640	3.43	1.59

Enrollment counts are fall membership counts collected by NCES.

Data for school years 1996-97 and 1997-98 are estimates from NCES.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AG1

State Grant Awards Under IDEA, Part B, Preschool Grant Program and Part C

APPROPRIATION YEAR 1997
ALLOCATION YEAR 1997-1998

STATE	IDEA, PART B	PRESCHOOL GRANT PROGRAM	PART C
ALABAMA	62,010,306	5,056,321	5,026,654
ALASKA	11,152,105	1,240,996	1,713,659
ARIZONA	52,380,021	5,234,835	5,964,019
ARKANSAS	35,772,484	5,275,780	2,985,693
CALIFORNIA	377,999,124	37,945,640	46,131,788
COLORADO	45,775,255	4,856,958	4,595,495
CONNECTICUT	48,117,672	4,823,971	3,775,344
DELAWARE	10,110,892	1,234,522	1,713,659
DISTRICT OF COLUMBIA	4,797,330	236,479	1,713,659
FLORIDA	209,302,593	18,166,520	16,118,402
GEORGIA	92,295,484	9,602,719	9,421,547
HAWAII	11,555,841	976,583	1,713,659
IDAHO	16,388,795	2,150,606	1,713,659
ILLINOIS	173,370,115	17,371,793	15,576,135
INDIANA	89,258,091	8,751,690	6,975,771
IOWA	43,577,833	3,925,710	3,081,637
KANSAS	35,408,747	4,262,391	3,088,058
KENTUCKY	53,898,093	10,044,866	4,392,829
LOUISIANA	58,900,416	6,382,405	5,531,914
MAINE	20,366,154	2,471,892	1,713,659
MARYLAND	68,175,088	6,570,944	6,054,659
MASSACHUSETTS	100,626,439	9,728,934	7,826,512
MICHIGAN	125,279,942	12,368,808	11,282,718
MINNESOTA	65,045,823	7,305,905	5,345,043
MISSISSIPPI	39,743,594	4,173,922	3,461,456
MISSOURI	80,669,020	5,894,391	6,171,758
MONTANA	11,708,961	1,165,898	1,713,659
NEBRASKA	25,816,586	2,216,202	1,942,380
NEVADA	19,848,673	2,187,001	2,149,117
NEW HAMPSHIRE	16,828,779	1,532,131	1,713,659
NEW JERSEY	128,803,568	11,190,115	9,829,574
NEW MEXICO	31,431,388	3,135,213	2,283,988
NEW YORK	264,134,403	33,248,390	22,197,971
NORTH CAROLINA	99,749,595	11,125,858	8,645,341
NORTH DAKOTA	8,063,465	787,809	1,713,659
OHIO	142,257,466	12,325,761	12,833,297
OKLAHOMA	48,360,789	3,577,925	3,832,847
OREGON	42,067,886	3,779,324	3,617,884
PENNSYLVANIA	139,851,926	13,763,543	12,737,869
PUERTO RICO	31,699,503	3,049,009	5,025,269
RHODE ISLAND	15,710,694	1,643,912	1,713,659
SOUTH CAROLINA	59,469,146	7,022,771	4,246,807
SOUTH DAKOTA	9,632,784	1,441,100	1,713,659
TENNESSEE	80,819,015	6,776,149	6,181,275
TEXAS	298,576,309	22,385,859	27,172,340
UTAH	34,156,916	3,491,974	3,280,289
VERMONT	7,650,354	840,965	1,713,659
VIRGINIA	92,946,711	8,977,259	7,695,716
WASHINGTON	69,082,555	8,034,152	6,522,539
WEST VIRGINIA	28,402,120	3,426,378	1,799,482
WISCONSIN	71,081,235	9,315,949	5,672,891
WYOMING	8,172,836	1,037,066	1,713,659
AMERICAN SAMOA	4,270,929	*	570,537
GUAM	10,318,497	*	1,263,482
NORTHERN MARIANAS	2,633,775	*	379,748
PALAU	184,167	1,706	26,004
VIRGIN ISLANDS	7,822,943	*	744,185
BUR. OF INDIAN AFFAIRS	46,682,402	*	4,284,149
U.S. AND OUTLYING AREA	3,790,213,633	373,535,000	349,820,000
50 STATES, D.C. & P.R.	3,718,300,920	373,533,294	342,551,835

State grant awards are initial allocations for the 1997 appropriation.
NOTE: In accordance with section 611 of the IDEA amendments of 1997, the Outlying Areas will receive their FY 1997 Preschool Grant amount under the Grants to States program.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH1

Number of Infants and Toddlers Receiving Early Intervention Services
December 1, 1997

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL	POPULATION	PERCENTAGE OF POPULATION
ALABAMA	200	585	822	1,607	174,259	0.92
ALASKA	61	163	242	466	29,080	1.60
ARIZONA	238	582	755	1,575	225,209	0.70
ARKANSAS	408	824	1,116	2,348	106,364	2.21
CALIFORNIA	2,969	5,819	7,908	16,696	1,566,637	1.07
COLORADO	593	919	1,282	2,794	163,943	1.70
CONNECTICUT	363	855	1,647	2,865	128,413	2.23
DELAWARE	162	227	360	749	29,305	2.56
DISTRICT OF COLUMBIA	54	116	169	339	19,293	1.76
FLORIDA	2,600	3,879	4,786	11,265	561,182	2.01
GEORGIA	520	1,128	1,724	3,372	334,245	1.01
HAWAII	1,171	1,041	923	3,135	52,126	6.01
IDAHO	190	281	432	903	54,820	1.65
ILLINOIS	1,229	2,608	3,921	7,758	535,100	1.45
INDIANA	840	1,618	2,327	4,785	242,721	1.97
IOWA	108	346	578	1,032	109,240	0.94
KANSAS	243	541	865	1,649	107,053	1.54
KENTUCKY	461	907	1,165	2,533	152,981	1.66
LOUISIANA	211	558	994	1,763	186,085	0.95
MAINE	52	192	404	648	40,458	1.60
MARYLAND	503	1,264	2,070	3,837	205,540	1.87
MASSACHUSETTS	1,841	2,883	4,921	9,645	235,722	4.09
MICHIGAN	1,258	1,884	2,455	5,597	385,371	1.45
MINNESOTA	407	858	1,541	2,806	187,175	1.50
MISSISSIPPI	342	819	1,107	2,268	119,726	1.89
MISSOURI	321	776	1,070	2,167	217,365	1.00
MONTANA	101	179	251	531	31,957	1.66
NEBRASKA	100	273	512	885	68,425	1.29
NEVADA	173	345	426	944	78,279	1.21
NEW HAMPSHIRE	119	257	434	810	43,136	1.88
NEW JERSEY	470	1,351	2,191	4,012	327,186	1.23
NEW MEXICO	319	614	994	1,927	79,296	2.43
NEW YORK	1,209	4,405	12,336	17,950	780,741	2.30
NORTH CAROLINA	781	1,773	2,398	4,952	308,426	1.61
NORTH DAKOTA	51	110	165	326	24,239	1.34
OHIO	6,285	5,849	10,783	22,917	444,315	5.16
OKLAHOMA	399	676	854	1,929	134,579	1.43
OREGON	244	605	956	1,805	127,662	1.41
PENNSYLVANIA	1,089	2,305	3,550	6,944	432,098	1.61
PUERTO RICO	735	1,614	2,424	4,773	190,281	2.51
RHODE ISLAND	109	270	474	853	36,449	2.34
SOUTH CAROLINA	329	697	994	2,020	149,677	1.35
SOUTH DAKOTA	50	178	254	482	29,637	1.63
TENNESSEE	608	1,143	1,583	3,334	215,511	1.55
TEXAS	1,806	4,088	5,967	11,861	967,997	1.23
UTAH	514	666	754	1,934	120,459	1.61
VERMONT	30	108	186	324	19,976	1.62
VIRGINIA	474	1,080	839	2,393	268,654	0.89
WASHINGTON	259	763	1,262	2,284	229,234	1.00
WEST VIRGINIA	450	656	769	1,875	60,816	3.08
WISCONSIN	402	1,187	2,306	3,895	197,539	1.97
WYOMING	60	154	217	431	18,327	2.35
AMERICAN SAMOA	11	23	14	48	5,151	0.93
GUAM	47	90	94	231	11,924	1.94
NORTHERN MARIANAS	7	15	15	37	3,828	0.97
VIRGIN ISLANDS	12	16	39	67	6,143	1.09
U.S. AND OUTLYING AREAS	34,588	63,163	99,625	197,376	11,581,355	1.70
50 STATES, D.C. & P.R.	34,511	63,019	99,463	196,993	11,554,309	1.70

Please see data notes for an explanation of individual State differences.
Population figures are July estimates from the Bureau of the Census
Population data for Puerto Rico and the Outlying Areas are projections from the Bureau of the Census, International Programs Center. These projections adjust the 1990 Census annually based on the previous year's births and deaths.
Data based on the December 1, 1997 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AH2

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part C
December 1, 1996

STATE	ASSISTIVE TECHNOLOGY SERVICES/ DEVICES	AUDIOLOGY	FAMILY TRAINING COUNSELING AND HOME VISITS	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	133	253	726	57	326	386
ALASKA	5	127	14	135	227	82
ARIZONA	7	120	271	54	110	65
ARKANSAS	92	201	159	216	0	
CALIFORNIA	2,528	3,307	2,703	4,272	16,246	4,033
COLORADO	77	391	797	480	463	173
CONNECTICUT	0	53	1,275	0	0	10
DELAWARE	8	13	421	32	303	386
DISTRICT OF COLUMBIA	13	46	104	30	51	96
FLORIDA	1,008	997	8,367	328	6,494	3,833
GEORGIA	341	344	148	45	81	74
HAWAII	60	137	1,551	153	88	985
IDAHO	105	88	126	56	215	143
ILLINOIS	350	707	1,781	424	253	1,244
INDIANA	152	345	1,013	320	239	132
IOWA	18	201	87	69	70	90
KANSAS	234	316	551	276	129	91
KENTUCKY	195	198	111	29	34	36
LOUISIANA	75	417	305	246	546	193
MAINE	19	11	16	21	9	
MARYLAND	8	470	116	5	15	274
MASSACHUSETTS		425	9,059	9,059	0	779
MICHIGAN	115	266	1,492	1,085	721	928
MINNESOTA	135	323	512	254	343	597
MISSISSIPPI	10	107	453	37	121	14
MISSOURI	212	125	623		559	87
MONTANA	36	110	508	74	110	34
NEBRASKA	56	40	56	11	12	11
NEVADA	18	50	938	222	722	3
NEW HAMPSHIRE		0	256	2	0	6
NEW JERSEY	9	70	173	4	21	106
NEW MEXICO	774	1,370	797	1,103	349	747
NEW YORK	309	560	4,634	0	79	190
NORTH CAROLINA	3,200	108	4,637	451	232	
NORTH DAKOTA	60	65	226	47	64	43
OHIO	185	362	3,032	678	1,374	935
OKLAHOMA	0	4	27	0	0	54
OREGON	56	74	939	63		
PENNSYLVANIA	78	274	963	16	11	299
PUERTO RICO	78	808	202	364	4,065	4,113
RHODE ISLAND	22	54	173	2	3	9
SOUTH CAROLINA	99	448	267	27	486	54
SOUTH DAKOTA	10	13	48	3	5	3
TENNESSEE	225	843	1,533	430	672	657
TEXAS	1,473	1,126	5,145	237	984	530
UTAH	45	221	1,038	67	3	929
VERMONT	1	27	71		46	27
VIRGINIA	38	108	179	15	65	41
WASHINGTON	247	183	1,299	425	299	355
WEST VIRGINIA	414	467	1,078	375	568	127
WISCONSIN	171	223	455	52	98	328
WYOMING	15	118	328	68	131	83
AMERICAN SAMOA	0	0	29	0	29	29
GUAM	0	96	201	1	55	14
NORTHERN MARIANAS	5	32	34	11	14	1
VIRGIN ISLANDS	1	9	51	17	36	0
U.S. AND OUTLYING AREAS	13,525	17,851	62,098	22,448	38,176	24,294
50 STATES, D.C. & P.R.	13,519	17,714	61,783	22,419	38,042	24,250

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH2

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part C
December 1, 1996

STATE	NUTRITION SERVICES	OCCUPA-TIONAL THERAPY	PHYSICAL THERAPY	PSYCHO-LOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	258	1,066	1,203	74	.	363
ALASKA	103	171	171	7	45	44
ARIZONA	69	898	939	13	400	24
ARKANSAS	122	659	705	262	0	79
CALIFORNIA	5,435	3,468	3,826	10,244	2,708	2,983
COLORADO	181	674	589	80	196	236
CONNECTICUT	8	352	577	10	0	61
DELAWARE	110	153	155	11	1	72
DISTRICT OF COLUMBIA	31	129	151	79	2	150
FLORIDA	250	3,179	3,455	869	151	2,998
GEORGIA	232	1,101	1,386	76	757	41
HAWAII	749	440	402	477	232	861
IDAHO	195	405	189	251	122	364
ILLINOIS	351	1,065	1,059	351	241	1,386
INDIANA	857	1,730	1,931	81	99	433
IOWA	34	297	344	46	24	100
KANSAS	293	580	558	266	85	399
KENTUCKY	33	700	777	163	503	100
LOUISIANA	261	489	560	10	31	50
MAINE	5	133	216	2	.	19
MARYLAND	8	929	1,601	59	1	58
MASSACHUSETTS	443	924	888	516	0	1,187
MICHIGAN	510	1,507	1,440	194	155	2,615
MINNESOTA	162	1,134	850	100	240	665
MISSISSIPPI	43	91	204	54	0	132
MISSOURI	55	606	801	15	.	27
MONTANA	124	164	169	41	238	68
NEBRASKA	.	353	369	24	.	22
NEVADA	128	235	301	311	0	502
NEW HAMPSHIRE	13	317	271	1	15	41
NEW JERSEY	22	870	1,300	27	5	572
NEW MEXICO	1,150	1,180	233	640	741	1,062
NEW YORK	130	5,531	6,308	384	805	980
NORTH CAROLINA	304	321	556	51	174	188
NORTH DAKOTA	83	128	62	15	62	57
OHIO	864	1,804	2,043	114	385	1,067
OKLAHOMA	16	301	374	25	0	1
OREGON	.	486	536	1	.	8
PENNSYLVANIA	78	2,551	3,112	249	0	983
PUERTO RICO	491	782	1,071	564	5	2,303
RHODE ISLAND	69	162	218	15	.	216
SOUTH CAROLINA	830	714	948	246	42	65
SOUTH DAKOTA	7	175	193	1	0	2
TENNESSEE	710	831	1,100	183	48	1,233
TEXAS	1,123	3,623	3,295	232	141	1,132
UTAH	113	552	645	8	0	55
VERMONT	23	65	94	4	28	3
VIRGINIA	40	685	1,120	12	167	91
WASHINGTON	357	881	903	174	73	502
WEST VIRGINIA	172	401	764	565	75	874
WISCONSIN	107	1,915	1,655	39	.	766
WYOMING	24	179	185	6	46	130
AMERICAN SAMOA	29	18	11	0	0	29
GUAM	10	19	69	188	.	27
NORTHERN MARIANAS	9	36	25	2	.	6
VIRGIN ISLANDS	8	38	58	0	0	17
U.S. AND OUTLYING AREAS	17,827	48,194	52,965	18,432	9,041	28,449
50 STATES, D.C. & P.R.	17,771	48,083	52,802	18,242	9,041	28,370

Please see data notes for an explanation of individual State differences.

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH2

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part C
December 1, 1996

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE PATHOLOGY	TRANSPOR-TATION	VISION SERVICES	OTHER EARLY INTERVEN-TION SERVICES
ALABAMA	996	1,444	277	213	59
ALASKA	437	208	6	36	1
ARIZONA	1,081	922	128	25	237
ARKANSAS	1,189	1,102	706	235	863
CALIFORNIA	12,935	3,843	1,038	4,257	2,317
COLORADO	565	664	143	160	1,336
CONNECTICUT	1,013	798	73	5	95
DELAWARE	189	189	35	18	443
DISTRICT OF COLUMBIA	149	181	128	10	.
FLORIDA	1,052	4,417	2,289	692	8,269
GEORGIA	1,549	1,353	913	219	36
HAWAII	495	628	218	47	872
IDAHO	582	441	95	44	931
ILLINOIS	2,712	1,735	511	301	472
INDIANA	4,351	2,301	1,335	70	291
IOWA	886	320	62	42	87
KANSAS	1,077	929	320	262	60
KENTUCKY	962	1,384	339	128	493
LOUISIANA	1,336	405	51	336	603
MAINE	.	299	224	5	
MARYLAND	2,106	1,850	528	134	54
MASSACHUSETTS	1,911	996	2,355	806	0
MICHIGAN	1,950	1,339	542	141	1,381
MINNESOTA	2,092	1,411	346	204	235
MISSISSIPPI	304	238	125	99	79
MISSOURI	784	689	310	140	2,446
MONTANA	93	188	42	48	508
NEBRASKA	363	361	71	9	55
NEVADA	941	268	2	26	666
NEW HAMPSHIRE	148	405	9	73	393
NEW JERSEY	2,568	1,626	115	117	152
NEW MEXICO	1,219	479	642	1,742	227
NEW YORK	8,984	11,846	5,387	293	.
NORTH CAROLINA	4,637	587	255	165	140
NORTH DAKOTA	192	135	9	78	92
OHIO	1,378	2,112	684	132	3,260
OKLAHOMA	385	532	0	20	77
OREGON	53	625	173	23	27
PENNSYLVANIA	4,713	3,522	588	357	6,976
PUERTO RICO	1,343	831	0	358	0
RHODE ISLAND	292	241	102	5	188
SOUTH CAROLINA	1,584	1,156	36	282	335
SOUTH DAKOTA	272	245	144	14	0
TENNESSEE	1,660	1,500	862	291	382
TEXAS	7,247	5,369	752	764	392
UTAH	956	862	576	130	76
VERMONT	236	129	23	10	.
VIRGINIA	1,031	909	154	59	79
WASHINGTON	1,439	1,156	419	157	605
WEST VIRGINIA	1,625	945	522	280	96
WISCONSIN	2,538	2,818	1,161	140	97
WYOMING	248	242	116	17	21
AMERICAN SAMOA	29	29	27	5	27
GUAM	201	120	12	1	
NORTHERN MARIANAS	40	37	11	5	0
VIRGIN ISLANDS	33	19	0	3	20
U.S. AND OUTLYING AREAS	89,151	69,380	25,991	14,223	36,551
50 STATES, D.C. & P.R.	88,848	69,175	25,941	14,209	36,504

Please see data notes for an explanation of individual State differences

Data based on the December 1, 1996 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families
December 1, 1996

STATE	ALL STAFF		AUDIOLOGISTS		FAMILY THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	422	32	0	0	1	1
ALASKA	100	57	2		0	
ARIZONA	157	64	0	0	6	10
ARKANSAS	682		3		1	
CALIFORNIA	2,741		2		3	
COLORADO						
CONNECTICUT	347	14	1	0	1	0
DELAWARE	236	19	1	0	1	0
DISTRICT OF COLUMBIA	178	28	2	0	1	0
FLORIDA	447	[illegible]	15		10	
GEORGIA	561	124	17	8	8	4
HAWAII	269	42	1	0	1	1
IDAHO	134	210	8	6	0	
ILLINOIS	545	127	5	4	12	8
INDIANA	414	71	15	1	5	2
IOWA	192	217	6	7	0	0
KANSAS	253	26	3	0	0	0
KENTUCKY	371	49	4		11	
LOUISIANA	127	45	12	1	2	0
MAINE	291		47		5	
MARYLAND	421	2	7		3	
MASSACHUSETTS	1,329	1,097	6	0	0	0
MICHIGAN	672	1	10		14	
MINNESOTA	517	47	6	1	11	3
MISSISSIPPI	140	18	3	0	1	0
MISSOURI	127	0	3	0	2	0
MONTANA	40	2	0	0	4	0
NEBRASKA	236	1	2	0	0	0
NEVADA	40	4	2		1	
NEW HAMPSHIRE	115	1	0	0	0	0
NEW JERSEY	633	25	0	0	0	0
NEW MEXICO	209	21	0	0	1	0
NEW YORK	4,878	412	119	15		
NORTH CAROLINA	1,341	164	4	1		
NORTH DAKOTA	29	1			4	
OHIO	1,041		11		25	
OKLAHOMA	109	22	2	0	0	0
OREGON	172	14	1	0	1	0
PENNSYLVANIA	2,066	99	12	2	1	1
PUERTO RICO	99	13	4	1	0	0
RHODE ISLAND	71	12	0	0	0	0
SOUTH CAROLINA	244		1		8	
SOUTH DAKOTA	35		0		1	
TENNESSEE	674	53	10	0	2	0
TEXAS	1,454	47	4	0	1	0
UTAH	167	13	1	1	6	0
VERMONT	50	13	1	0	9	0
VIRGINIA	498	109	8	1	0	0
WASHINGTON	431		4		8	
WEST VIRGINIA	233	26	2	0	4	0
WISCONSIN	469	8	0		1	
WYOMING	109	123	2	4	4	8
AMERICAN SAMOA	39		0		1	
GUAM	21	1	1	0		
NORTHERN MARIANAS	12	5	0		0	
VIRGIN ISLANDS	12	4	1	0	0	0
U.S. AND OUTLYING AREAS	31,244	4,312	356	52	177	36
50 STATES, D.C. & P.R.	31,160	4,300	354	52	175	36

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1996

STATE	NURSES		NUTRITIONISTS		OCCUPATIONAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	5	1	1	0	12	5
ALASKA	3		0		11	4
ARIZONA	41	2	24	3	27	1
ARKANSAS	53		2		68	
CALIFORNIA	90		10		18	
COLORADO						
CONNECTICUT	8	0	1	2	38	[illegible]
DELAWARE	101	2	4	0	12	1
DISTRICT OF COLUMBIA	8	1	1	0	18	4
FLORIDA	41		2		[illegible]	
GEORGIA	41	9	41	6	61	13
HAWAII	4	1	1	0	6	2
IDAHO	5	18	1	0	8	24
ILLINOIS	14	4	1	2	14	10
INDIANA	26	2	6	1	72	10
IOWA	8	4	0	2	17	15
KANSAS	10	2	1	0	18	6
KENTUCKY	18		4		41	1
LOUISIANA	1	1	0	0	21	11
MAINE	47		4		11	
MARYLAND	25				12	
MASSACHUSETTS	67	201	11	14	190	111
MICHIGAN	100		9		81	
MINNESOTA	67	6	3	1	54	8
MISSISSIPPI	6	0	2	10	8	12
MISSOURI	8	[illegible]	2	0	11	[illegible]
MONTANA	1	[illegible]	3	0	5	[illegible]
NEBRASKA	1	[illegible]			2	[illegible]
NEVADA	[illegible]		4		1	
NEW HAMPSHIRE	[illegible]	[illegible]	[illegible]	[illegible]	41	1
NEW JERSEY	21	1	[illegible]	[illegible]	34	2
NEW MEXICO	4	[illegible]	1	[illegible]	28	[illegible]
NEW YORK	1,2[illegible]	55	44	14	[illegible]	11
NORTH CAROLINA	94	19	20	3	[illegible]	16
NORTH DAKOTA	[illegible]	[illegible]	0		1	
OHIO	308		16		67	
OKLAHOMA	17	[illegible]	1	[illegible]	14	[illegible]
OREGON	2		[illegible]		11	[illegible]
PENNSYLVANIA	3	1	8		47	12
PUERTO RICO	19	4	2	1	71	2
RHODE ISLAND	1	0	3	0	1	[illegible]
SOUTH CAROLINA	14		3		3	
SOUTH DAKOTA	[illegible]		[illegible]		1	
TENNESSEE	51	1	4	1	30	4
TEXAS	76	2	12	1	107	9
UTAH	11	1	7	1	8	2
VERMONT	4	0	1	[illegible]	4	2
VIRGINIA	37	8	8	1	47	9
WASHINGTON	24		6		41	
WEST VIRGINIA	7	1	1	1	9	1
WISCONSIN	9		0		9	1
WYOMING	7	4	1	1	13	12
AMERICAN SAMOA	3	0	2		1	
GUAM	4	0	0	0	0	0
NORTHERN MARIANAS	0		0		1	
VIRGIN ISLANDS	2	0	0	0	3	2
U.S. AND OUTLYING AREAS	2,660	260	281	67	2,494	464
50 STATES, D.C. & P.R.	2,651	260	278	67	2,491	462

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.
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Data based on the December 1, 1996 count, updated as of September 1, 1998.
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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1996

STATE	ORIENTATION AND MOBILITY SPECIALISTS		PARAPROFESSIONALS		PEDIATRICIANS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	0	0	56	4	0	0
ALASKA	2	.	13	12	0	.
ARIZONA	0	0	36	16	0	0
ARKANSAS	1		173	.	0	.
CALIFORNIA			404			.
COLORADO					.	.
CONNECTICUT	0	0	34	6	2	0
DELAWARE	.	.	44	1	6	0
DISTRICT OF COLUMBIA	7	0	56	1	5	0
FLORIDA	0	.	16		13	.
GEORGIA	4	6	96	24	17	28
HAWAII	0	0	138	11	0	0
IDAHO	1	.	24	69	1	.
ILLINOIS	1	2	56	7	15	1
INDIANA	2	0	33	3	27	3
IOWA	1	1	0	0	.	.
KANSAS	0	0	67	11	2	0
KENTUCKY	2	2	3	5	10	.
LOUISIANA	0	0	49	6	0	0
MAINE	1	.	19	.	10	.
MARYLAND	0	.	40	.	2	.
MASSACHUSETTS	0	3	107	126	1	1
MICHIGAN	1	.	32	.	10	
MINNESOTA	3	0	46	5		
MISSISSIPPI	3	0	23	2	2	0
MISSOURI	1	0	15	0	5	0
MONTANA	0	0	7	0	0	0
NEBRASKA	0	0	96	0	0	0
NEVADA	1	0	11	.	1	1
NEW HAMPSHIRE	0	0	20	0	0	0
NEW JERSEY	0	0	34	0	0	0
NEW MEXICO	0	0	33	2	2	1
NEW YORK	24	7	387	70	.	.
NORTH CAROLINA	10	2	236	20	24	2
NORTH DAKOTA	0		0		0	.
OHIO	0	.	.	.	.	.
OKLAHOMA	0	0	0	0	0	0
OREGON	0	0	34	5	0	0
PENNSYLVANIA	5	1	75	6	2	0
PUERTO RICO	0	0	9	19	10	1
RHODE ISLAND	0	0	9	1	0	0
SOUTH CAROLINA	2		31	.	1	.
SOUTH DAKOTA	0	.	0	.	0	.
TENNESSEE	2	0	156	3	6	1
TEXAS	1	0	235	5	7	0
UTAH	0	0	27	0	0	0
VERMONT	3	1	6	2	0	0
VIRGINIA	5	1	26	15	7	4
WASHINGTON	0		78	.	28	.
WEST VIRGINIA	0	0	55	5	2	0
WISCONSIN	1		79	2	0	.
WYOMING	0	2	16	19	0	1
AMERICAN SAMOA	0		1	.	7	.
GUAM			4	0	0	0
NORTHERN MARIANAS			7	.	0	.
VIRGIN ISLANDS	0	0	1	0	2	0
U.S. AND OUTLYING AREAS	84	28	3,307	481	228	44
50 STATES, D.C. & P.R.	84	28	3,294	481	219	44

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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1996

STATE	PHYSICAL THERAPISTS EMPLOYED	PHYSICAL THERAPISTS NEEDED	PHYSICIANS, OTHER THAN PEDIATRICIANS EMPLOYED	PHYSICIANS, OTHER THAN PEDIATRICIANS NEEDED	PSYCHOLOGISTS EMPLOYED	PSYCHOLOGISTS NEEDED
ALABAMA	11	3	0	0	0	0
ALASKA	12	8	0	.	1	.
ARIZONA	36	8	1	0	5	0
ARKANSAS	73	.	2	.	4	.
CALIFORNIA	15	.	9	.	15	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	55	2	1	0	3	0
DELAWARE	12	2	0	0	1	0
DISTRICT OF COLUMBIA	13	2	1	0	3	1
FLORIDA	17	.	4	.	14	.
GEORGIA	77	29	16	24	20	14
HAWAII	9	2	0	0	1	2
IDAHO	3	28	2	.	4	7
ILLINOIS	34	14	2	2	8	2
INDIANA	71	9	21	2	6	1
IOWA	8	13	.	.	14	16
KANSAS	13	3	2	0	3	0
KENTUCKY	43	6	0	.	3	.
LOUISIANA	14	19	0	0	7	2
MAINE	21	.	5	.	.	.
MARYLAND	51	.	0	.	8	.
MASSACHUSETTS	102	120	0	0	58	68
MICHIGAN	61	.	16	.	22	.
MINNESOTA	34	4	.	.	11	2
MISSISSIPPI	10	4	1	0	5	0
MISSOURI	16	0	11	0	1	0
MONTANA	5	1	1	0	0	0
NEBRASKA	3	0	0	0	1	0
NEVADA	4	.	0	.	5	.
NEW HAMPSHIRE	16	1	3	0	2	0
NEW JERSEY	34	1	3	0	1	0
NEW MEXICO	19	4	2	.	0	1
NEW YORK	1,162	123	264	14	358	64
NORTH CAROLINA	53	9	2	.	61	6
NORTH DAKOTA	1	0	.	.	.	.
OHIO	86	.	11	.	59	.
OKLAHOMA	16	4	0	0	1	2
OREGON	11	1	0	0	1	0
PENNSYLVANIA	100	19	1	0	8	0
PUERTO RICO	14	1	0	0	8	1
RHODE ISLAND	8	1	0	0	2	0
SOUTH CAROLINA	5	.	1	.	1	.
SOUTH DAKOTA	4	.	0	.	0	.
TENNESSEE	44	5	5	0	8	4
TEXAS	88	8	.	.	1	0
UTAH	7	2	0	0	1	0
VERMONT	6	2	0	0	1	1
VIRGINIA	48	9	1	7	4	1
WASHINGTON	41	.	21	.	5	.
WEST VIRGINIA	14	4	1	0	5	1
WISCONSIN	59	1	1	.	1	.
WYOMING	10	7	0	1	1	7
AMERICAN SAMOA	1	.	4	.	2	.
GUAM	1	0	0	0	0	0
NORTHERN MARIANAS	1	1	.	.	.	.
VIRGIN ISLANDS	2	3	1	0	0	0
U.S. AND OUTLYING AREAS	2,674	479	430	44	896	202
50 STATES, D.C. & P.R.	2,670	475	425	44	894	202

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families December 1, 1996

STATE	SOCIAL WORKERS EMPLOYED	SOCIAL WORKERS NEEDED	SPECIAL EDUCATORS EMPLOYED	SPECIAL EDUCATORS NEEDED	SPEECH AND LANGUAGE PATHOLOGISTS EMPLOYED	SPEECH AND LANGUAGE PATHOLOGISTS NEEDED
ALABAMA	8	0	43	9	18	4
ALASKA	6	4	22	15	17	10
ARIZONA	23	15	44	3	37	6
ARKANSAS	7		103	.	118	.
CALIFORNIA	1		1,734		2	.
COLORADO		.	.	.	.	.
CONNECTICUT	13	1	133	3	51	3
DELAWARE	4	2	18	17	13	2
DISTRICT OF COLUMBIA	14	1	29	7	16	4
FLORIDA	42	.	31	.	18	.
GEORGIA	35	13	74	18	73	25
HAWAII	33	5	13	6	8	4
IDAHO	12	4	29	33	14	17
ILLINOIS	30	8	150	38	59	20
INDIANA	13	4	230	10	93	8
IOWA	19	21	77	86	25	33
KANSAS	15	0	71	2	30	6
KENTUCKY	20	.	77	5	66	14
LOUISIANA	12	8	118	27	30	10
MAINE	29		11	.	34	.
MARYLAND	25	.	138	1	72	2
MASSACHUSETTS	134	157	216	254	113	133
MICHIGAN	121	.	230		84	.
MINNESOTA	27	5	169	17	87	13
MISSISSIPPI	11	0	50	3	6	9
MISSOURI	1	0	39	0	17	0
MONTANA	2	0	1	0	6	0
NEBRASKA	3	0	84	0	39	0
NEVADA	6		25	2	11	.
NEW HAMPSHIRE	6	0	23	0	22	1
NEW JERSEY	19	4	75	2	47	3
NEW MEXICO	8	0	68	4	29	6
NEW YORK	821	92	1,972	129	1,357	190
NORTH CAROLINA	128	14	302	24	47	15
NORTH DAKOTA	2	0	11	2	5	.
OHIO	209		511	.	151	.
OKLAHOMA	1	1	28	4	28	7
OREGON	1	1	49	6	30	3
PENNSYLVANIA	42	3	350	20	138	24
PUERTO RICO	7	3	0	0	13	2
RHODE ISLAND	2	2	7	1	10	1
SOUTH CAROLINA	1		165		10	
SOUTH DAKOTA	0		19	.	5	
TENNESSEE	46	3	105	14	69	11
TEXAS	115	6	168	9	150	19
UTAH	3	3	17	2	15	2
VERMONT	2	1	16	3	7	2
VIRGINIA	37	14	55	21	57	12
WASHINGTON	15		76		59	
WEST VIRGINIA	19	3	83	1	24	6
WISCONSIN	11		100	2	114	2
WYOMING	4	7	25	25	21	14
AMERICAN SAMOA	3		9	.	1	.
GUAM	2	1	3	0	2	0
NORTHERN MARIANAS	0	.	2	1	1	1
VIRGIN ISLANDS	0	0	1	1	1	2
U.S. AND OUTLYING AREAS	2,212	402	8,197	823	3,566	642
50 STATES, D.C. & P.R.	2,206	401	8,182	821	3,561	639

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.

Data based on the December 1, 1996 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families

December 1, 1996

STATE	OTHER --PROFESSIONAL STAFF-- EMPLOYED	NEEDED
ALABAMA	65	5
ALASKA	12	.
ARIZONA	28	3
ARKANSAS	96	.
CALIFORNIA	483	.
COLORADO	.	.
CONNECTICUT	4	1
DELAWARE	19	2
DISTRICT OF COLUMBIA	8	7
FLORIDA	85	.
GEORGIA	8	0
HAWAII	49	9
IDAHO	30	0
ILLINOIS	93	8
INDIANA	146	11
IOWA	12	12
KANSAS	18	0
KENTUCKY	48	11
LOUISIANA	49	8
MAINE	62	
MARYLAND	.	.
MASSACHUSETTS	90	106
MICHIGAN	81	1
MINNESOTA	27	4
MISSISSIPPI	15	0
MISSOURI	0	0
MONTANA	46	0
NEBRASKA	1	0
NEVADA	5	
NEW HAMPSHIRE	2	0
NEW JERSEY	47	2
NEW MEXICO	32	0
NEW YORK	3	1
NORTH CAROLINA	310	23
NORTH DAKOTA	2	1
OHIO	575	.
OKLAHOMA	5	0
OREGON	29	1
PENNSYLVANIA	225	10
PUERTO RICO	6	0
RHODE ISLAND	29	5
SOUTH CAROLINA	0	.
SOUTH DAKOTA	0	.
TENNESSEE	136	7
TEXAS	488	28
UTAH	70	0
VERMONT	9	1
VIRGINIA	68	11
WASHINGTON	7	.
WEST VIRGINIA	28	3
WISCONSIN	16	.
WYOMING	7	7
AMERICAN SAMOA	4	.
GUAM	4	0
NORTHERN MARIANAS	0	.
VIRGIN ISLANDS	1	0
U.S. AND OUTLYING AREAS	3,682	287
50 STATES, D.C. & P.R.	3,673	287

Please see data notes for an explanation of individual State differences.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.
The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and Outlying Areas because of rounding.
Data based on the December 1, 1996 count, updated as of September 1, 1998.
U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH4

Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C December 1, 1996

STATE	EARLY INTERVENTION CLASSROOM	FAMILY CHILD CARE	HOME	HOSPITAL (INPATIENT)	OUTPATIENT SERVICE FACILITY
ALABAMA	765	3	470	10	342
ALASKA	21	.	431	1	6
ARIZONA	511	4	1,089	0	94
ARKANSAS	854	10	592	10	368
CALIFORNIA	10,040	.	10,040	.	.
COLORADO	159	12	569	146	390
CONNECTICUT	.	.	2,115	.	344
DELAWARE	35	1	650	1	197
DISTRICT OF COLUMBIA	205	0	15	0	90
FLORIDA	1,502	1	3,217	386	6,142
GEORGIA	504	131	1,269	3	1,198
HAWAII	514	9	2,358	4	168
IDAHO	356	3	499	5	28
ILLINOIS	3,194	27	4,127	0	16
INDIANA	2,013	65	3,062	166	1,457
IOWA	118	24	803	4	12
KANSAS	312	59	958	2	125
KENTUCKY	453	6	1,114	0	454
LOUISIANA	131	14	1,217	12	433
MAINE	.	.	289	15	20
MARYLAND	1,278	47	2,255	1	174
MASSACHUSETTS	.	.	9,059	.	.
MICHIGAN	1,267	5	3,240	28	358
MINNESOTA	666	.	1,767	4	66
MISSISSIPPI	332	2	111	0	20
MISSOURI	539	26	1,068	13	230
MONTANA	2	1	482	1	5
NEBRASKA	186	1	483	8	8
NEVADA	722	2	208	2	.
NEW HAMPSHIRE	80	5	818	0	2
NEW JERSEY	1,864	24	1,178	21	409
NEW MEXICO	460	5	1,301	18	37
NEW YORK	4,873	76	9,413	101	201
NORTH CAROLINA	370	.	3,816	12	108
NORTH DAKOTA	.	1	272	.	6
OHIO	2,206	8	4,104	91	599
OKLAHOMA	49	11	1,529	5	64
OREGON	378	12	767	2	60
PENNSYLVANIA	1,961	19	4,124	41	202
PUERTO RICO	.	.	.	.	4,666
RHODE ISLAND	146	0	451	40	36
SOUTH CAROLINA	87	0	1,310	2	573
SOUTH DAKOTA	127	14	216	5	44
TENNESSEE	1,004	9	1,047	5	1,144
TEXAS	519	264	8,806	4	194
UTAH	716	10	1,247	0	1
VERMONT	16	6	227	0	12
VIRGINIA	457	12	1,239	5	472
WASHINGTON	1,285	30	598	25	199
WEST VIRGINIA	422	1	1,201	15	14
WISCONSIN	1,838	32	1,455	40	365
WYOMING	159	5	193	0	0
AMERICAN SAMOA	41	.	.	0	0
GUAM	48	9	140	0	1
NORTHERN MARIANAS	15	.	32	.	.
VIRGIN ISLANDS	.	7	20	.	29
U.S. AND OUTLYING AREAS	45,802	1,013	99,061	1,254	22,183
50 STATES, D.C. & P.R.	45,698	997	98,869	1,254	22,153

Please see data notes for an explanation of individual State differences.

The sum of the individual age-year data may not equal total settings data because some States could not provide age-year data.

Data based on the December 1, 1997 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH4

Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part C

December 1, 1996

STATE	REGULAR NURSERY SCHOOL/ CHILD CARE	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
ALABAMA	2		7	1,599
ALASKA	5	.	6	470
ARIZONA	21	1	8	1,728
ARKANSAS	142	45	0	2,021
CALIFORNIA		.	.	20,080
COLORADO	34	2	671	1,983
CONNECTICUT	456	.	.	2,915
DELAWARE	6	1	31	922
DISTRICT OF COLUMBIA	9	0	2	321
FLORIDA	110	12	527	11,897
GEORGIA	242	3	13	3,363
HAWAII	19	0	159	3,231
IDAHO	20	0	20	931
ILLINOIS	41	0	400	7,807
INDIANA	172	1	682	7,618
IOWA	54	.	19	1,034
KANSAS	17	3	16	1,492
KENTUCKY	122	0	31	2,180
LOUISIANA	28	3	117	1,955
MAINE	168		7	499
MARYLAND	56	1	11	3,823
MASSACHUSETTS	.	.		9,059
MICHIGAN	2	1	241	5,142
MINNESOTA	155		.	2,658
MISSISSIPPI	22	0	4	491
MISSOURI	56	6	306	2,238
MONTANA	1	0	16	508
NEBRASKA	3	0	3	692
NEVADA	5	2	.	941
NEW HAMPSHIRE	17	0	2	924
NEW JERSEY	97	5	161	3,759
NEW MEXICO	17	8	15	1,861
NEW YORK	341	22	120	15,149
NORTH CAROLINA	312	4	15	4,637
NORTH DAKOTA	2	.	.	281
OHIO	24	4	685	7,721
OKLAHOMA	30	0	55	1,743
OREGON	47	13	28	1,307
PENNSYLVANIA	125	15	557	7,046
PUERTO RICO		.	.	4,666
RHODE ISLAND	57	0	33	763
SOUTH CAROLINA	5	0	49	2,026
SOUTH DAKOTA	13	1	14	434
TENNESSEE	56	0	43	3,308
TEXAS	926	19	86	10,818
UTAH	0	1	4	1,979
VERMONT	45	0	1	307
VIRGINIA	7	0	2	2,194
WASHINGTON	43	6	2	2,188
WEST VIRGINIA	37	2	83	1,775
WISCONSIN	78	0	9	3,817
WYOMING	14	0	5	176
AMERICAN SAMOA	4	0	0	45
GUAM	3	0	0	201
NORTHERN MARIANAS			.	47
VIRGIN ISLANDS	5	1	2	64
U.S. AND OUTLYING AREAS	4,277	176	5,268	179,034
50 STATES, D.C. & P.R.	4,265	175	5,266	178,677

Please see data notes for an explanation of individual State differences.

The sum of the individual age-year data may not equal total settings data because some States could not provide age-year data.

Data based on the December 1, 1996 count, updated as of September 1, 1998.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

NOTES FOR APPENDIX A

Notes to the tables found in Appendix A contain information on the ways in which States collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide explanations of significant changes in the data from the previous year. The chart below summarizes differences in collecting and reporting data for 12 States. These variations affected the way data were reported for the IDEA, Part B child count, and the educational environment, and exiting collections. Additional notes on how States reported data for specific data collections follow this chart.

Table A-1
State Reporting Patterns for IDEA, Part B Child Count Data 1997-98, Other Data 1996-97

Differences from OSEP Reporting Categories

Where H = Reported in the hearing impairments category
O = Reported in the orthopedic impairments category
P = Reported in the primary disability category
R = Reported in other disability categories

States	Multiple Disabilities	Other Health Impairments	Deaf Blindness	Traumatic Brain Injury
Colorado		O		
Delaware	P	O		
Florida	P			
Georgia	P			
Illinois	P			
Michigan		O	H	R
Mississippi		O		
North Dakota	P			
Oregon	P			
West Virginia	P			
Wisconsin	P			
Wyoming	P		H	

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Tables AA1 - AA14: Child Count

NOTE: Twelve States suggested that the increases in their counts of students with other health impairments were due to increases in the identification and inclusion of students with attention deficit disorder and attention deficit hyperactivity disorders. These States include:

Arizona
Arkansas
Connecticut
Georgia
Indiana
Kentucky
Maryland
Missouri
Nevada
Oklahoma
West Virginia
Wisconsin

Ten States commented that the increases in counts of students with autism were a result of better diagnosis and identification of the disorder, continued reclassification of students, and improved training in methods and assessments of autism. These States include:

Arizona
California
Georgia
Indiana
Maryland
Minnesota
Missouri
New Jersey
Ohio
Wisconsin

Delaware -- The State indicated that the increase from 1996-97 to 1997-98 in the number of students with hearing impairments was a result of the under reporting of students by one of the State's schools for the hearing impaired in previous years.

Tables AB1 - AB8: Educational Environments

Alabama -- The State indicated that the discrepancy between the 1996-97 placement and child count figures was due to placement data not being available for some students served in State programs.

Illinois -- The State attributed the increase from 1995-96 to 1996-97 in the number of children served in regular class to a change in its placement definitions to match the Federal definitions. In the past, students who should have been reported in regular class under the Federal definitions were classified in resource room and separate class under the State's definition.

Louisiana -- The State attributed the increase from 1995-96 to 1996-97 in homebound/hospital placements to the following factors: the decision of LEAs appraisal staff to assign home placements as a result of disciplinary actions and an increase in the number of requests by parents of medically fragile or terminally ill children.

Minnesota -- The State attributed the decrease from 1995-96 to 1996-97 in public separate school facility and homebound/hospital to adjustments in reporting to align with the Federal placement categories.

Missouri -- The State attributed the changes in the placement data to the transition to a new data system. The increase from 1995-96 to 1996-97 in the number of children served in separate public schools was attributed to an increase in alternative programs as a result of Safe Schools legislation. Missouri's review of district data indicated that some districts reported these students under public separate schools. The State noted that although these programs were generally in separate buildings, they were primarily established for children without disabilities. Therefore, children served in these programs are served in a variety of settings. The State will provide more detailed instructions to districts on how to report these data for the next reporting year. Missouri noted that the homebound/hospital placement tends to fluctuate due to the short-term nature of these placements.

Nebraska -- The State attributed the decrease from 1995-96 to 1996-97 in homebound/hospital placements to more accurate reporting.

New Mexico -- The State attributed the increase from 1995-96 to 1996-97 in correctional facility placements to (1) better identification of students within the prison system who qualify for special education services and (2) a decision to report students in state-supported educational programs who are "locked-up" in this category.

New York -- During 1996-97, New York State has continued to improve the forms and procedures which have been phased-in since 1992 in order to collect data regarding the implementation of the FAPE requirement. During 1994-95, in consultation with OSEP and Westat, New York State field tested new forms and procedures in order to collect more valid implementation of FAPE requirement data for students with disabilities who received preschool special education programs and services.

Tennessee -- The State noted that the increase from 1995-96 to 1996-97 in correctional facilities was a result of the consolidation of service delivery and reporting under the Department of Children Services.

Utah -- The State attributed the decrease from 1995-96 to 1996-97 in the number of children served in public residential facility placements to a change in the educational placement of children with deafness. Increasingly, more students with deafness are served in self-contained classes in regular schools rather than in residential programs. These classes are operated under the aegis of the Utah Schools for the Deaf and Blind (USDB). Utah suspects that in the prior year, the USDB reported all of its students as being served in public residential facilities. In the current year, the USDB only reported residential students under public residential facility and reported its day students under separate class.

Tables AC1 - AC4: Personnel

Alabama -- Alabama attributed the increase from 1995-96 to 1996-97 in the total demand for nonprofessional staff to the use of more support staff in regular classrooms. The State thought that the decrease from 1995-96 to 1996-97 in retained teachers was related to the practice of some districts of releasing nontenured teachers at the end of the school and rehiring them the following year; some of these released teachers move to other districts. Alabama verified the decrease from 1995-96 to 1996-97 in the number of retained fully certified audiologists and speech pathologists; and attributed the increase from 1995-96 to 1996-97 in retained fully certified nonprofessional staff to an overall increase in nonprofessional staff.

Arizona -- The State provided the following explanations for the changes from 1995-96 to 1996-97: (1) the decrease in total demand for teachers of students ages 6-21 was a result of more students being served in integrated settings in both school districts and charter schools; (2) the decrease in total demand for psychologists was a result of more districts contracting with individual psychologists or consulting firms to provide services as needed rather than hiring psychologists as staff members; (3) the decrease in total demand for teacher aides reflects the natural variation in these figures caused by the fact that the number of teacher aides directly depends on the needs reflected in the IEP of children each reporting period; (4) the increase in the number of employed not fully certified staff was a result of the increased number of children served in charter schools that reported a variety of non-special education staff in this category; and (5) the decrease in total demand for interpreters seemed to be a result of changes in the needs of children as reflected in their IEPs.

California -- The State attributed the increase from 1995-96 to 1996-97 in the various personnel categories to two factors: an increase in annual enrollment by 20,000, and more concerted efforts by districts to meet the need for these personnel types.

Georgia -- The State provided the following explanations for changes in the data between 1995-96 and 1996-97: (1) the increase in the demand for diagnostic staff was due to the reclassification of personnel between the supervisors/administrators and other diagnostic staff categories to more accurately reflect their duties; (2) the increase in the demand for speech-language pathologists was due to the reclassification of personnel previously reported as speech teachers into this category; and (3) the decrease in the demand for other professional staff and the increase in the demand for other personnel was a result of improvements in the reporting of personnel by specific categories (i.e., specific examples were given in the instructions that were sent to districts).

Illinois -- The State thought that the fluctuations in the personnel data were due to a change in districts' reporting practices. In 1995-96, problems with the reporting practices of some districts resulted in almost 2,000 records not being included in the Federal reports. These problems were resolved for the 1996-97 school year. Illinois believes that the current data are more accurate.

Kentucky -- The State provided the following explanations for the changes from 1995-96 to 1996-97 in the personnel data. (1) The significant decrease in the total demand for teachers to serve children ages 3-5 was due to errors in the previous data collection. Many districts did not restrict this count to only special education teachers of preschool children; (2) The decrease in total demand for supervisors/administrators (SEA) was a result of State programs formerly operated by the Cabinet for Human Resources (a State agency) now being administered by LEAs. (3) The increase in fully certified nonprofessional staff and the decrease in not fully certified nonprofessional staff was a result of Kentucky's having no certification requirement for nonprofessional staff. Districts have not been consistent in reporting these staff as certified or not certified. However, the overall total for this category reflects virtually no change. And (4), the increase in not fully certified teacher aides was a result of inconsistent reporting of these data by districts. Since there is no certification requirement for teacher aides, districts report in a variety of ways.

Minnesota -- The State indicated that it does not have a clear explanation for the increase from 1995-96 to 1996-97 in the demand for other professional staff but suspects that it may be due to districts' using more contracted staff to meet service needs without adding to permanent staff.

Missouri -- The State indicated that the changes from 1995-96 to 1996-97 in the personnel data were due to improvements in its data system. The new data system now has the capacity to check the personnel data against the teacher certification files and calculate provisional certificates on an FTE basis. This means that the number listed under "not fully certified" reflects actual FTEs and not the number of certificates issued as was done in previous years. Missouri noted that specific categorical certification is not available in the areas of deaf/blind, autism, traumatic brain injury, and multiple disabilities. The figures reported represent provisional certificates in another area of special education. Missouri attributed the decrease from 1995-96 to 1996-97 in the number of supervisors/administrators employed to expansions in the job descriptions of many special education directors, thus reducing the amount of time spent for special education. The State thought that the increase from 1995-96 to 1996-97 in the demand for teacher aides was a result of greater inclusion.

Nevada -- The State verified the increase from 1995-96 to 1996-97 in the number of retained fully certified speech pathologists. Nevada suspects that the increase from 1995-96 to 1996-97 was due to districts having more success in recruiting and retaining speech pathologists.

New Jersey -- The State attributed the increase from 1995-96 to 1996-97 in the numbers of occupational and physical therapists to the inclusion of both the employed and contracted personnel in the figures. In the past, data on contracted personnel were not reported. New Jersey attributed the changes in the number of teacher aides retained to the yearly variability in their turnover rate.

New Mexico -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of employed not fully certified speech pathologists was due to the introduction of a new license for speech/language apprentices; districts now report these apprentices in the fully certified column.

New York -- The State indicated that personnel data were subjected to additional data verification procedures that have resulted in increased data reliability.

North Dakota -- The State indicated that the increase in the total demand for speech pathologists occurred because of a recent decision to report all speech staff members as speech pathologists.

Oklahoma -- The State provided the following explanations for changes from 1995-96 to 1996-97: (1) the increase in demand for diagnostic and evaluation staff was due to the first-time reporting of SDE Regional Education Service Center diagnostic and evaluation staff; (2) the increase in the number of vacant positions for supervisors/administrators was due to a turnover of personnel and to the use of a transition grant to fund new positions; (3) the increase in the demand for nonprofessional staff was due to a growth in the numbers of bus monitors, clerical staff and part-time data support personnel in the public schools.

Tennessee -- The State provided the following explanations for the changes from 1995-96 to 1996-97 in personnel demand. The increase in total demand for vocational education teachers was due to districts' becoming more focused on providing these services since they were recently cited by monitors for not serving enough children, and the availability of transition grant monies to provide vocational educational services. The increase in total demand for psychologists was also a result of recent citations by monitors for not serving enough children. The increase in total demand for speech pathologists was due to a decision not to report any speech pathologists under teachers. The increase in total demand for supervisors/administrators (SEA) was due to the reorganization of the SEA and to the hiring of more personnel to staff newly opened regional resource centers. The decrease in total demand for interpreters was due to the recent publications of standards which has resulted in more accurate reporting. The increase in 1996-97 in total demand for rehabilitation counselors was the result of a collaborative effort (funding was 70/30) between the Department of Vocational Rehabilitation and the school districts to provide more rehabilitation services.

Wisconsin -- The State attributed the changes from 1995-96 to 1996-97 in personnel data (i.e., decrease in the total demand for vocational education teachers and physical education teachers, and an increase in the number of retained interpreters) to a revision of its personnel data collection system.

Tables AD1 - AD3: Exiting

California -- The State attributed the increase from 1995-96 to 1996-97 in the number of students with emotional disturbance that exited through the moved, known to be continuing basis of exit to districts that reported children who transitioned to the next level of education (e.g., going from junior high to high school). California noted that districts started this practice because they wanted to be able to account for all students that leave the district. California noted that the moved, not known to be continuing category was used to report students who exited for all other reasons. Westat is working with the State to clarify use of these bases of exit.

Connecticut -- The State attributed the increase from 1995-96 to 1996-97 in the total number of students that exited special education to the first-time collection of these data over a 12-month period. Previous exiting data were collected over a 6- to 8-month period.

Indiana -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of students who exited through reaching maximum age for service were a result of a decision in a Indiana court case (*Tuttle v Evans*) which in effect raised the special education mandate from age 18 to age 22. This case has resulted in more students staying in school longer.

Kansas -- The State attributed the increase from 1995-96 to 1996-97 in the total number of students who exited to its efforts to increase the accuracy and completeness of the exiting data submitted by school districts.

Maryland -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of students with specific learning disabilities who exited was due to one school district being forced to report estimated data because of problems with its data system. The district overestimated the number of number of students with specific learning disabilities who exited in the previous year. Maryland stated that the current year's data represented more accurate counts.

Missouri -- The State attributed the changes from 1995-96 to 1996-97 in the exiting data primarily to the transition to a new data system. Missouri noted that several of the smaller districts did not have all of the exit categories in place in their districts and others were not able to report students by age in the required categories; this particularly affected the figures reported for returned to regular education, moved not known to be continuing, and dropped out. The State anticipates that these problems will be corrected by the next reporting year. Missouri thought that the increase from 1995-96 to 1996-97 in the number of students who graduated with diplomas and graduated with certificates was due to more accurate reporting by the school districts.

Nevada -- The State attributed the increase from 1995-96 to 1996-97 in the number of students who graduated with certificates to improvements in data collection and reporting at the district level.

New York -- During 1996-97, New York State has continued to improve the forms and procedures which have been phased-in since 1992 in order to collect data regarding the manner in which students with disabilities exit special education.

Puerto Rico -- The State provided the following explanations: (1) the increase from 1995-96 to 1996-97 in the number of students that returned to regular education was due to an increase in the number of students who were reevaluated and declassified, and the increase from 1995-96 to 1996-97 in the number of students who dropped out was due to the reporting of students classified as "Adjustments" (i.e., students who are undergoing the procedure to determine ineligibility) in this category.

Tennessee -- The State provided the following explanations: (1) the increase from 1995-96 to 1996-97 in the number of students who exited special education in the moved, known to be continuing category was due to improvements in district tracking of the movement of students, and (2) the increase from 1995-96 to 1996-97 in the number of students who graduated with a certificate was probably due to more districts correctly reporting students who graduated with a special education diploma in this category. Tennessee noted that more students are staying in school to graduate with diploma or certificate (both kinds) and that there is a new competency test which may have steered a few students towards graduation with a certificate rather than diploma. The State also noted that students can graduate with three types of diplomas, namely, regular, certificate of attendance (i.e., completion of 20 credits), and special education diploma (i.e., completion of IEP).

Table AH1: Counts of Infants and Toddlers Served

Mississippi -- The State thought that the increase from 1996-97 to 1997-98 in the number of infants and toddlers served under Part C was a reflection of its efforts to better coordinate data collection and reporting with all counties in the State. Mississippi felt that the current figures more accurately reflect the number of children served than the figures reported in the previous year.

Montana -- The State indicated that the children reported as awaiting services were waiting for eligibility determination.

Utah -- The State indicated that the children reported as awaiting services were children who have been determined eligible for services but are awaiting completion of their IFSPs.

Table AH2: Early Intervention Services

Arizona -- The State attributed the decrease from 1995-96 to 1996-97 in the number of children who received respite care to widespread financial constraints. Arizona noted that provider and family education has helped families obtain respite alternatives.

California -- The State indicated that the increases from 1995-96 to 1996-97 in the number of children who received assistive technology, audiology, family training, counseling, home visits, health, medical, nursing, nutrition, physical therapy, psychology, social work, and vision services were a result of a change in the information source for these data. The reported data were drawn from a new reporting source, the California Early Start Report, which captured information about the purchaser and the service provider. In previous years, the submitted information represented only data obtained from the lead agency fiscal accounting system and the California Department of Education service data. In additional to these sources, the current information also included data from other State agencies, including the California Department of Health Services, the California Department of Social Services, Alcohol and Drug Programs, and the Department of Mental Health, and from nongovernmental sources such as private insurance, volunteer, and other service organizations. California attributed the decrease from 1995-96 to 1996-97 in the number of children who received respite care, special instruction, and transportation services to a reporting error in the previous year's data. The State discovered that some providers reported the total number of times the services were provided and not the unique number of children who received the services.

Colorado -- The State thought that the changes from 1995-96 to 1996-97 in the number of children who received various services was a result of the shift in data sources from State sources (generally developed for financial tracking and used to imply services and location summary data for Part C eligible children) to locally generated summary data and the decision to classify more services in the Other category.

Florida -- The State provided the following explanations for the changes from 1995-96 to 1996-97 in the services data: (1) the increase in the number of children who received assistive technology services/devices was due to better reporting of services and not to actual increases in services; (2) the increase in the number of children who received nursing and medical services was because the CMS Medical Clinics reported these services for all children who received services through them; (3) the increases in occupational therapy, physical therapy, speech language pathology, and vision services were due to better reporting of services; and (4) the increase in transportation services was a result of the greater demand on the Part C system to provide transportation to locations for required services.

Georgia -- The State provided the following explanations for the changes in data from 1995-96 to 1996-97: (1) the increase in the number of children who received assistive technology services was due to increased use of new protocols and awareness of policies by service providers; (2) the increase in the number of children who received respite services was due to greater availability of funds; and (3) the increase in the number of children who received vision services was due to the increased availability of these services, especially among new service providers.

Indiana -- The State indicated that the increase from 1995-96 to 1996-97 in the number of children who received special instruction services was a result of additional child find. Indiana thought that clarification of the service descriptors has resulted in improved and more accurate reports, which together with increased availability of services and providers were contributing factors in the increase in speech-language pathology services.

Kentucky -- The State attributed the increase in the number of children who received respite care services, special instruction services, and speech-language pathology services to increases in the population and the expansion of the provider base. Kentucky thinks that the decrease,in the number of children who received vision services may be related to a statewide change in the contract for these services. However, the State feels that the decrease was disproportionate to the change in the contracts and suspects that some providers may have reported inaccurately.

Massachusetts -- Massachusetts does not provide early intervention services based upon categorical description. Services data were computed based on the ratio of specific personnel categories to the total number of staff.

Michigan -- The State provided the following explanations for the increase from 1995-96 to 1996-97 in the number of children who received various services: (1) there was a general increase in the number of children served; (2) many local districts have been working together to improve their reporting of occupational therapy, physical therapy, and speech and language therapy services data; (3) the increase in the number of children who received health services was due to a growth in the number of children served through the Department of Health (they are primarily children who are developmentally delayed but do not have established conditions); (4) the increase in the number of children who received social work services was due to some provider reporting of service coordination in this category and to 20 Detroit area community mental health district offices starting to provide social work services to infants and toddlers; and (5) the increase in other early intervention services was due to providers' reporting nontraditional nonclassroom special education services (e.g., play groups, home-based services) in this category rather than in special instruction.

Nevada -- The State attributed the decrease from 1995-96 to 1996-97 in the number of students who received psychological services to improvements in data collection. Nevada indicated that it has been conducting extensive training on data collection, including clarification of the definitions.

New York -- The State indicated that the increase from 1995-96 to 1996-97 in respite care services was due to better response from providers and families to the State's efforts to encourage the use of respite care services. New York uses all Federal funds to provide respite care.

Ohio -- The State indicated that the services data were based on a 7,721 count of children who received IFSP-based services as documented by Part C-financed projects at the local level. This figure is unduplicated and represents only those children who met Part C eligibility requirements and whose records were maintained in the Part C data collection system.

Pennsylvania -- The State thought the decrease from 1995-96 to 1996-97 in family training and home visits was a result of policy changes, the addition of the Parent-to-Parent System, and statewide changes in service delivery patterns. Pennsylvania further noted that its emphasis on serving infants in natural environments has resulted in less need for the family to travel to a service delivery site.

Puerto Rico -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of children who received audiology services was due to the following factors: one of the State's audiologists was away on maternity leave; a service contract was canceled; and the use of a new, more accurate, longer testing regimen that has resulted in fewer children being scheduled for evaluation. Puerto Rico attributed the increase from 1995-96 to 1996-97 in special instruction services to improved reporting as a result of clarification of definitions. The State attributed the increase in social work services to the availability of more personnel.

Rhode Island -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of children who received family training, counseling, home visits, and other support services was because [illegible] current figures represent an unduplicated count of children who received this service. Rhode Island suspects that the prior year figure was duplicated in the sense that a child who received family training and counseling and home visits was counted three times.

South Carolina -- The State indicated that the changes from 1995-96 to 1996-97 in early intervention services were generally attributable to an increase in the eligible population, a growth in the program, and to greater public awareness of the programs. South Carolina also provided the following specific reasons. (1) The increase in audiology services was the result of a program that placed diagnostic devices in every major hospital that led to more testing and detection. There was also an increase in the number of staff hired to provide these services. (2) The decrease in family training, counseling, and home services was due to the reclassification of early interventionists who provide services in the home from this category into the special instruction category. (3) The increase in nutrition services was a result of increased funding for these programs. (4) The increase in early intervention services was due to the reclassification of some personnel from the family training, counseling, and home services category; the availability of more personnel to provide these services; and efforts by the State to provide these services to all infants who need them. (5) The increase in speech language pathology services was attributed to the State's success in hiring more speech language pathologists. And (6) the increase in vision services was a result of the State's allowing providers to use an expanded definition of vision care.

South Dakota -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of children who received other early intervention services was due to its decision not to report data on service coordination in that category as was done last year.

Texas -- The State indicated that the changes from 1995-96 to 1996-97 in the number of children who received various services was a result of its increased emphasis on providing services in inclusive and natural environments. Texas noted that this change has resulted in an increase in the number of infants and toddlers who received services through Medicaid.

Utah -- The State attributed the decrease from 1995-96 to 1996-97 in the number of children who received health services to improved understanding by contractors and service providers of the distinction between health services and nursing services. Utah indicated that the current figures are a more accurate representation of this service category.

Table AH3: Early Intervention Personnel Employed and Needed

Arizona -- The State provided the following explanations for the changes from 1995-96 to 1996-97 in the personnel data: (1) the decrease in the number of paraprofessionals employed was because paraprofessionals, who consider themselves early interventionists, increasingly reported themselves in the special education or other professional staff categories, and (2) the increase in the need for personnel is a result of the State's population increase.

California -- The State attributed the decrease from 1995-96 to 1996-97 in the number of paraprofessionals used to a shift in staff usage configurations. California noted that total staff resources have remained essentially stable.

Delaware -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of professional staff employed was due to improved reporting of staff who provide services at the offices of primary care physicians. Through the collection of better data, the State determined that most of these personnel did not provide early intervention services. The State attributed the decrease from 1995-96 to 1996-97 in the number of total staff needed to the availability of more State personnel to provide services.

Indiana -- The State attributed the changes from 1995-96 to 1996-97 in the personnel data to improved clarification and definition of personnel categories, which has resulted in better data. Indiana noted that its transition to a new data collection system has resulted in a growth in the number of practitioners and organizations that provide services. The State attributed the decrease in the number of personnel needed to the expansion of the provider base, which has resulted in a decrease in the need for additional staff.

Kentucky -- The State attributed the increase in the number of personnel employed to an increase in the population of children served and to the expansion of the provider base.

Michigan -- The State attributed the increase from 1995-96 to 1996-97 in the number of nurses employed to a growth in the number of children served by the Department of Health. Michigan attributed the increase in the number of social workers employed to the fact that 20 community mental health district offices in Detroit, which primarily provide social work services, began providing early intervention services to infants and toddlers.

Minnesota -- The State attributed the changes in the personnel data to the State's transition from reporting based on estimates to reporting based on actual data.

Ohio -- The State indicated that the 1996-97 personnel data were compiled from a statewide survey conducted by the Ohio Family and Child Learning Center and that they represented the most reliable figures available on the number and type of personnel providing IFSP-based early intervention services in Ohio.

Oklahoma -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of other professional staff employed was because, in the previous year, special educators and child development specialists were combined and reported in this category. In the current year, only child development specialists were reported in this category.

Pennsylvania -- The State attributed the decreases from 1995-96 to 1996-97 in the number of paraprofessionals employed and needed and in the number of special educators needed to a restructuring of service delivery models away from center-based programs, which traditionally have used more special educators and paraprofessionals. Pennsylvania thought that the use of additional funding sources (e.g., Medical Assistance) with specific certification requirements has resulted in the use of more "professional" service providers.

Texas -- The State attributed the increase from 1995-96 to 1996-97 in the number of social workers and special educators employed to a general growth in employed personnel as a result of an increase in the number of children served.

Utah -- The State indicated that the increase from 1995-96 to 1996-97 in the total number of staff employed (including the increase in the number of other professional staff) was due to the following reasons: (1) improvements in data collection and reporting; (2) clarifications of definitions used in reporting; (3) efforts to collect FTE on all personnel funded through early intervention contracts; (4) additional personnel were hired or contracted to staff a new deaf-blind service program; (5) interpreters were reported for the first time; (6) increase in the hiring of paraprofessionals to support occupational therapy, physical therapy, and speech-language professionals (there is a new 2-year COTA program); and (7) applicable clerical and janitorial staff data were reported.

Table AH4: Early Intervention Service Settings

Alabama -- The State attributed the increase in outpatient settings to an increase in the amount of services provided by the Bureau of Maternal and Child Health (MCH); most of the MCH services are provided in outpatient settings.

Arizona -- The State thought that the decrease from 1995-96 to 1996-97 in the number of infants served in outpatient service facilities was due to an increase in the number of children who receive services both at home and in outpatient service facilities. Most providers report these children as receiving services in the home.

Connecticut -- The State verified the increase from 1995-96 to 1996-97 in the number of infants served in regular nursery school/child care placements and outpatient service facilities. Connecticut attributed the increase in regular nursery school placements to its concerted efforts to serve children in natural environments.

Delaware -- The State attributed the decrease from 1995-96 to 1996-97 in outpatient service facility placements to an emphasis on providing more services in natural environments.

Florida -- The State attributed the increase from 1995-96 to 1996-97 in the number of children served in outpatient service facilities and the decrease from 1995-96 to 1996-97 in the number of children served in home placements, hospital, and special nursery schools to its use of a decision matrix that counts all children who received any services in an outpatient service facility in that setting regardless of any other settings that may have provided them services. Florida attributed the decrease from 1995-96 to 1996-97 in early intervention classroom/center placements and the increase from 1995-96 to 1996-97 in other setting placements to its increased emphasis on serving children in natural settings.

Indiana -- The State attributed the increase from 1995-96 to 1996-97 in the number of children served in various settings to an overall increase in the number of children served. Indiana noted that an increased emphasis on natural environments has resulted in the increase in the other setting placement category and that an expansion of the provider network to therapy groups and hospitals resulted in the increase in outpatient service facilities.

Kentucky -- The State attributed the increase from 1995-96 to 1996-97 in the number of children served in various settings to an increase in the population and to the expansion of the provider base.

Minnesota -- The State attributed the decrease from 1995-96 to 1996-97 in early intervention classroom/center placements and the increase in home placements to (1) the use of actual data (previous reports were based on estimates) and (2) the State's emphasis on providing services in more natural settings.

New Hampshire -- The State noted that since its data system allows for multiple placements of children, it cannot provide unduplicated settings data. The State indicated that it is working with its programming staff to be able to provide unduplicated placement data in the future.

New Jersey -- The State indicated that the increase from 1995-96 to 1996-97 in the outpatient service facility placements was due to a better understanding of this category among service providers; they are making a better distinction between the location of the service (e.g., center or hospital) and the characteristics of the service. New Jersey attributed the increase from 1995-96 to 1996-97 in the other settings placements to an increase in the number of families receiving service coordination, the number of infants that received medical day care, and the number of infants served in alternative community settings (e.g., libraries, McDonalds).

New York -- The State indicated that the increase from 1995-96 to 1996-97 in the number of home placements was due to its efforts to serve more children at home. New York indicated that it was pleased with the increase since it has traditionally used a more center-based service delivery model. New York verified the increase from 1995-96 to 1996-97 in other setting placement and noted that the category was primarily used to report children who only receive transportation services, assistive technology services, or service coordination.

Pennsylvania -- The State thought the decrease from 1995-96 to 1996-97 in the number of children served in other setting placements was a result of the considerable time spent training and working with County MH/MR Program staff to improve data reporting accuracy.

Utah -- The State attributed the decrease from 1995-96 to 1996-97 in family child care placements to IFSP team decisions to serve more children in home settings.

Washington -- The State thought that the increase from 1995-96 to 1996-97 in the number of children served in early intervention classroom/center placements was a result of the overall increase in the number of children served.

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